

STUDY OF PEDAGOGY

UNDERGRADUATE AND GRADUATE PROGRAM OF STUDY

2013/2014

1. LIST OF COMPULSORY COURSES

UNDERGRADUATE STUDY									
Year	Term	Course					Status	ECTS	Supervisor /Lecturer
		Code	title	l	s	e			
I	I	FFPD01	Philosophy of Education	2	1	0	compulsory	4	Žarnić, Bašić
	I	FFPD22	History of Pedagogy	2	1	0	compulsory	4	Radeka, Mendeš
	I	FFPD00	Language Culture	1	2	0	compulsory	3	Božanić; Paradžik Braić
	II	FFPD91	Developmental Psychology	2	2	0	compulsory	5	Reić Ercegovac
	II	FFPD21	Systematic Pedagogy	2	2	0	compulsory	5	Milat; Jukić
	II	FFPD02	Foreign Language for Special Purposes	1	0	2	compulsory	3	Ninčević
	I¹		Elective Course	1	2	0	elective	3	-
	II		Elective Course	1	2	0	elective	3	-
	Σ			6+6	6+6	0+3	-	14+16	
II	III	FFPD11	Introduction to Scientific Literacy	1	2	0	compulsory	3	Hren
	III	FFPD85	Introduction to Civic Education	1	0	1	compulsory	2	Ljubetić
	III	FFPD80	Didactics	2	1	1	compulsory	4	Kovačević; Koludrović
	III	FFPD03	Sociology of Education	2	1	0	compulsory	3	Pilić; Maršić
	IV	FFPD31	School pedagogy	1	0	2	compulsory	4	Ljubetić; Koludrović
	IV	FFPD32	Preschool pedagogy	2	1	0	compulsory	4	Ljubetić, Mandarić Vukušić
	IV	FFPD81	Introduction to methodology of language and arts	1	0	2	compulsory	4	Nemeth Jajić; Dobrota; Kuščević
	III		Elective Course	1	2	0	elective	3	-
	IV		Elective Course	1	2	0	elective	3	-
	Σ			7+5	6+3	2+4	-	15+15	-
III	V	FFPD85	Multimedia Didactics	2	0	1	compulsory	3	Matijević; Tolić
	V	FFPD92	Pedagogical Psychology	2	2	0	compulsory	4	Hren
	V	FFPD83	Introduction to Methodology of Mathematics and Science	1	0	2	compulsory	3	Kostović Vranješ; Mišurac Zorica
	VI	FFPD61	Andragogy	2	1	0	compulsory	5	Batarel Kokić; Mandarić Vukušić
	VI	FFPD82	Introduction to Methodology of Social Sciences and Humanities	1	0	2	compulsory	3	Domazet; Slavić
	VI	FFPD41	Social Pedagogy	2	1	0	compulsory	4	Uzelac; Maglica
	V		Elective Course	1	2	0	elective	3	-
	VI		Bachelor Thesis In The Undergraduate Double-Degree Programme10 ECTS (5 ECTS Per Study Programme)	0	0	3		5	-
	Σ			6+5	4+2	3+5	-	13+17	

GRADUATE STUDY									
Year	Term	Course title					Status	ECTS	Supervisor/ Lecturer
				p	s	V			
IV	VII	FFPD42	Family Pedagogy	2	2	2	compulsory	4	Ljubetić; Mandarić Vukušić
	VII	FFPD13	Methodology of Pedagogical Research	3	1	0	compulsory	5	Jukić
	VII	FFPD84	Introduction to Methodology of Technical Education and Culture	1	0	2	compulsory	3	Milat; Kovačević
	VIII	FFPD12	Statistics in Pedagogy	2	0	1	compulsory	4	Bubić
	VIII	FFPD71	Comparative Pedagogy	2	2	0	compulsory	5	Batarelo Kokić
	VIII	FFPD43	Partnership Between Family and Education Institutions	1	1	1	compulsory	4	Ljubetić; Mandarić Vukušić
	VII		Elective Course	1	2	0	elective	3	-
	VIII		Elective Course	1	2	0	elective	3	-
	Σ			7+6	4+4	3+2	-	15+16	-
	IX	FFPD33	The Pedagogue in Educational Institution	1	0	3	compulsory	4	Ljubetić; Mandarić Vukušić
	IX	FFPD44	Effective communication in pedagogical practice	1	0	2	compulsory	3	Hren
	IX	FFPD95	Methodology of Creating a Curriculum	2	1	0	compulsory	5	Ljubetić; Koludrović
	X	FFPD51	Special Pedagogy	2	1	0	compulsory	3	Zrilić
	X	FFPD72	Educational Policies	2	1	0	compulsory	4	Batarelo Kokić; Tolić
	X	FFPD86	Distance Learning	1	2	0	compulsory	3	Batarelo Kokić; Tolić
	IX		Elective Course	1	2	0	elective	3	-
	X	FFPD98	Project Registration and Completing Graduation Thesis	0	2	3		5	-
	Σ			5+5	3+6	5+3	-	15+15	-

2. LIST OF ELECTIVE COURSES

ELECTIVE COURSES									
Year	Term	Course					status	ECTS	Supervisor / Lecturer
		Course code	title	l	s	e			
I	I	FFPD58	Attachment across the life-span	1	2	0	elective	3	Reić Ercegovac
	I	HZY001	German language I	1	0	1	elective	3	Grubišić-Pulišelić
	I	HZY002	French language 1	1	0	1	elective	3	Busatto
	II	FFPD57	Abused and Neglected Children	1	2	0	elective	3	Reić Ercegovac
	II	FFPD46	Pedagogical Communication	1	2	0	elective	3	Kovačević
	II	HZY001	German language 2	1	0	1	elective	3	Grubišić-Pulišelić
	II	HZY002	French language 2	1	0	1	elective	3	Busatto
II	III	FFPD59	Introduction to media pedagogy	1	2	0	elective	3	Batarel Kokić, Tolić
	III	HZY001	German language 3	1	0	1	elective	3	Grubišić-Pulišelić
	III	HZY002	French language 3	1	0	1	elective	3	Busatto
	IV	FFPD60	Media socialization	1	2	0	elective	3	Batarel Kokić, Tolić
	IV	HZY001	German language 4	1	0	1	elective	3	Grubišić-Pulišelić
	IV	HZY002	French language 4	1	2	0	elective	3	Busatto
III	V	FFPD74	Alternative Conceptions of Education	1	2	0	elective	3	Matijević; Koludrović
	V	FFPD97	Judgment and Decision Making	1	2	0	elective	3	Bubić
IV	VII	FFPD52	Pedagogy of Gifted	1	2	0	elective	3	Batarel Kokić
	VII	FFPD62	Psychology of religiosity	1	2	0	elective	3	Kardum
	VIII	FFPD53	Prevention of Behaviour Disorders	1	2	0	elective	3	Uzelac; Maglica
	VIII	FFPD63	Psychology of consciousness	1	2	0	elective	3	Kardum
	VIII	FFPD64	Introduction to Social Psychology	1	2	0	elective	3	Hren
V	VII	FFPD36	Extracurricular Activities	1	2	0	elective	3	Jukić
	VII	FFPD65	Evolutionary and Biological Foundations of Behaviour	1	2	0	elective	3	Bubić

A) LIST OF COMPULSORY COURSES – UNDERGRADUATE

Course title		Philosophy of Education	
Lecturer		Berislav Žarnić, Ph.D., Associate Professor	
Course code	FFPD01	ECTS	4
Course type	compulsory	Level of course	undergraduate
Year of study	1st	Term	1st
Teaching methods	lectures, seminar, essay	L+S+P /E	1+2+0
Prerequisites		none	
Language of instruction		Croatian, English	
Course contents		<p>The course comprises the following units: (a) relation of contemporary philosophy to orientations in science and education, (b) anthropology of education and concept of natural development in contemporary philosophy of education. Unit (a) is divided into 4 thematic cycles. the first comprises «phenomenology» in philosophy, its crucial points being historicism, existentialism and hermeneutics, and the related hermeneutical education science. The second cycle includes the development of «analytical» philosophy, particularly through positivism and critical rationalism and the ensuing empirical orinationation in education. The third thematic cycle explores the basic ideas of critical theory of society in educational theory, while the fourth cycle is concerned with basic ideas of post-modern philosophy and its sources, especially structuralism and theory of the unconscious, and its reception in educational sciences. The second, shorter init, provides a brief introduction to philosophical anthropology and consider the issue of anthropological basis of education. a historical survey (reconstruction) is provided of the influential idea according to which «education should be compatible with the degree of natural development, explaining the development of ideas of intellectual and moral development (special attention given to theories of Rousseau, Kant, Spencer, Piaget and Kohlberg). Seminar discussions will be dedicated to analysis of selected works from the area of philosophy of education, with special emphasis upon logical and methodolohical text analysis.</p>	
Learning outcomes and competences		<p>The very nature of the course contents and methods applied are aimed at encouraging reflection, critical thinking and thinking of a higher order. Concerning specific competences, the course enables the student to recognise philosophic prerequisites in pedagogical scientific orientations, as well as in any given pedagogical attitude. The student is expected to be rendered capable of basic logical analysis of the text, as well as of recognising philosophic prerequisites of educational theories and practical pedagogies.</p>	
READING	Recommended	Arno Anzenbacher (1992) <i>Filozofija: uvod u filozofiju</i> . Zagreb: Školska knjiga Eckard König i Peter Zedler (2001) <i>Teorije znanosti o odgoju</i> . Zagreb: Educa	
	Supplementary	Allan C. Ornstein i Daniel U. Levine (2000) <i>Foundations of Education</i> . Boston: Houghton Nifflin Company Carl Bereiter. (2002). <i>Education and Mind in the Knowledge Age</i> . Mahwah: Lawrence Erlbaum Associate <i>Encyclopaedia of Philosophy of Education</i> Michael A. Peters, Paulo Ghiraldelli Jr., Paul Standish i Berislav Žarnić (ured.) (199X) http://www.ffst.hr/ENCYCLOPAEDIA <i>Filozofija odgoja: izbor tekstova hrvatskih pisaca</i> . (1997) priredio Ivan Čehok. Zagreb: Školska knjiga <i>Filozofija odgoja: obrazovni portal</i> (uređuje B. Žarnić) (http://www.ffst.hr/~berislav/phed) Frieda Heyting, Dieter Lenzen, John White (ured.) (2001) <i>Methods in Philosophy of Education</i> . London: Routledge Jerome Bruner (2000) <i>Kultura obrazovanja</i> . Zagreb: Educa <i>Metodički ogledi: časopis za filozofiju odgoja</i> . Zagreb: Hrvatsko filozofsko društvo Milan Polić. (1997) Čovjek, odgoj svijet: mala filozofijsko-odgojna razložba. Hrvatski Leskovac: Kruzak Srećko Kovač (2004) <i>Logika</i> . Zagreb: Hrvatska sveučilišna naklada	
Assessment methods		Students' work is monitored by observing their participation in seminar, while the levels attained in analytical in critical thinking is evaluated on the basis of essays. Positively marked essay is a prerequisite for oral examination. The final grade is derived from participation in seminar (15%), essay (35%) and oral examination (50%).	
Quality assurance methods		The quality is monitored by means of students' and colleagues' evaluation.	

Course title		History of Pedagogy	
Lecturer		Igor Radeka, Ph.D., Associate Professor; Branimir Mendeš, M.A., senior lecturer	
Course code	FFPD22	ECTS	4
Course type	compulsory	Level of course	undergraduate
Year of study	1st	Term	1st
Teaching methods	Lectures, workshops, seminar, research	L+S+P / E	2+1+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		<p>Subject matter, aim and tasks of the course. Research methodology of History of Pedagogy. Period categorisation. Development of pedagogy.</p> <p>General history of pedagogy: Upbringing in prehistorical times. Upbringing and education in ancient civilisations. First education systems of the Antiquity. Polarisation between religious and secular in the Middle Ages. Pedagogical circumstances in the 17th and 18th centuries. Establishment of modern education in the 19th century. Reform movements in the late 1800s and early 1900s. Totalitarian and democratic principles in the 20th century education.</p> <p>National history of pedagogy: Development of mediaeval school system in Croatia. Pedagogical theory and practice in Croatia from the 16th to the 18th century. Influence of WWII totalitarian regimes upon national pedagogy. Development of pedagogy under the influence of socialist systems after WWII. Return to pluralist pedagogy from the 1990-ies onwards.</p>	
Learning outcomes and competence		Understanding of history of pedagogy and education, development of pedagogy as a science, emergence of pedagogical theories and influence of social and cultural circumstances upon upbringing and education. Understanding the course of development of pedagogy in order to take a critical attitude to both past and present.	
READING	Recommended	Mate Zaninović (1988): <i>Opća povijest pedagogije</i> , Zagreb, Školska knjiga. Dragutin Franković /ur./ (1958): <i>Povijest školstva i pedagogije u Hrvatskoj</i> , Zagreb, PKZ. Eckard König, Peter Zedler (2001): <i>Teorije znanosti o odgoju</i> , Zagreb, Educa.	
	Supplementary	Ivan Dumbović (1997): Pregled velikih datuma hrvatske pedagogije, školstva i učiteljstva: Kronologija nekih znamenitijih postignuća, <i>Napredak</i> , Zagreb, br. 3, str. 368-381. Jasminka Ledić (1995): Plaidoyer za "novu" povijest pedagogije, <i>Napredak</i> , Zagreb, br. 1, str. 84-91. Lipman Matthew (1991): <i>Thinking in Education</i> , Cambridge, Cambridge University Press. Igor Radeka (2001): Mogućnosti metodologije povijesti pedagogije. Zbornik radova: <i>Teorijsko-metodološka utemeljenost pedagoških istraživanja</i> , Filozofski fakultet, Rijeka, 201-211. Morsy Zaghloul (1997): <i>Thinkers on Education</i> , vol. 1-4, UNESCO Publishing/Oxford & IBH Publishing. Six primary sources from the world pedagogical heritage relating to different historical periods and two pertaining to Croatian pedagogy – in consultation with the lecturer.	
Assessment methods		Seminar papers, preliminary examination and written examination.	
Quality assurance methods		Anonymous questionnaire to be regularly filled in by students, as well as institutional evaluation (Faculty and/or University).	

Course title		Language Culture	
Lecturer		Joško Božanić, Ph.D., Full Professor; Nataša Paradžik Braić, M.A. Assistant Lecturer	
Course code		FFPD31	ECTS 3
Course type		Compulsory	Level of course undergraduate
Year of study		1st	Term 1st
Teaching methods			L + S + P/E 1 + 2 + 0
Prerequisites		None	
Language of instruction		Croatian	
Course contents		<p>Orthography norms and standards of the Croatian language.</p> <p>Apart from the standard Croatian language, dialects, regional and local idioms will be studied, especially attitudes towards slang, professional jargons and sociolects. The complex terminology and classifications pertaining to dialectology will not be applied, but rather the reasons of gradual extinction of dialects in the contemporary world will be considered from the sociolinguistic and psycholinguistic viewpoints. The influences of certain systems within the language itself, as well as the ones exerted by other languages upon the Croatian language will be studied. All of the above will be identified on contemporary texts.</p> <p>Basics of ethnolinguistics: words gradually disappearing from the Croatian language or becoming archaic, their meaning and usage.</p> <p>Basics of onomastics: types of proper names, acknowledging sociolinguistic and psycholinguistic factors and conditions influencing conversion of proper names into common nouns and vice versa, common nouns being converted into proper names.</p> <p>Basics of semantics: identifying superordinates and subordinates within a modern approach to language.</p> <p>The students will be expected to competently use basic language textbooks, e.g. orthography manuals, various types of dictionaries (monolingual and bilingual), terminology dictionaries and diverse glossaries, which will also acquaint them with basics of lexicography.</p>	
Learning outcomes and competences		<p>Raising the students' sensitivity to and awareness of the importance of language as a means of communication in the teaching process, its use in other media pertaining to the contemporary civilisation, but also its place in tradition, focusing on language as a primary means of spoken and written communication in various contexts and situations.</p> <p>This is the reason why these issues will be approached from the sociolinguistic, psycholinguistic and ethnolinguistic points of view</p>	
Reading	Recommended	<p>Anić, V. (1991). <i>Rječnik hrvatskoga jezika</i>. Zagreb: Novi Liber. (i kasnija izdanja)</p> <p>Babić, S., Finka, B., Moguš, M. (1996). <i>Hrvatski pravopis</i>. Zagreb: Školska knjiga.</p> <p>Težak, S., Babić, S. (1992). <i>Gramatika hrvatskoga jezika. Priručnik za osnovno jezično obrazovanje</i>. Zagreb: Školska knjiga. (i kasnija izdanja)</p>	
	Supplementary	<p>Barić, E. i ostali (1997). <i>Hrvatska gramatika</i>. Zagreb: Školska knjiga.</p> <p>Dulčić, M. (ur.). (1997). <i>Govorimo hrvatski</i>. Zagreb: Naprijed i Hrvatski radio.</p>	
Assessment methods		Written and oral examination	
Quality assurance methods		Students' and colleagues' evaluation at the end of term	

Course title		Developmental Psychology	
Lecturer		Ina Reić-Ercegovac, PhD, Assistant Professor	
Course code		FFPD03	ECTS5
Course type		compulsory	Level of courseundergraduate
Year of study		1st	Term2nd
Teaching methods		lecture, workshops, seminar	L+S+P / E2+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		History of developmental psychology: pre-scientific and scientific period. Survey of major theories of development (psychodynamic approach, behavioural approach, cognitive approach, ethological approach, ecological / environmental approach). Research methodology concerning human development. Basic concepts of developmental psychology: heredity and environment, maturing and learning, growth and development. Periodic categorisation: biological, social, cultural and historical aspects of particular development periods. Theories and approaches to child development. Prenatal development. Birth, physical and motoric growth and development. Development of senses and perception. Cognitive development. Developmental changes in memory. Resolving problems. Affective development; development of temperament. Social development. Aggressive and pro-social behaviour in children. Development of self.	
Learning outcomes and competences		Acquiring basic knowledge of development processes in different periods of life and their dependence upon biological, social, cultural and historical factors. Gaining an insight into principles and laws governing child development as a prerequisite for understanding children in all stages of their development.	
	Recommended	Vasta, R., Heith, M., Miller, S.A. (1998). Dječja psihologija, Naklada Slap, Jastrebarsko. Santrock, J.W. (2003). <i>Life-Span Development</i> , New York: McGraw Hill. Thomas, R.M. (2001): Recent theories of human development, London, Sage Publications, Inc.	
	supplementary	Klarin, M (2006). Razvoj djece u socijalnom kontekstu, Naklada Slap, Jastrebarsko Buggle, F. (2002). Razvojna psihologija Jeana Piageta, Naklada Slap, Jastrebarsko. Duran, M. (2004). Dijete i igra, Naklada Slap, Jastrebarsko. Lacković-Grgin, K. (2000). Stres u djece i adolescenata, Naklada Slap, Jastrebarsko. Lacković-Grgin, K. (2005). Psihologija životnog vijeka: kratki osvrt na njezinu povijest i probleme, U: K. Lacković-Grgin, V. Čubela Adorić, Odabrane teme iz psihologije odraslih, Jastrebarsko, Naklada Slap. (Priručnik u pripremi) Bukatko,D., Daehler, M.W. Child development,Houghton Mifflin Company, New York Shaffer, D.R. (2000). Social and Personality Development. USA, Wadsworth Internet izvori	
Assessment methods		Written examination, seminar paper	
Quality assurance methods		Continual assessment or evaluation of activity.	

Course title	Systematic Pedagogy
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Lecturer	Josip Milat, Ph.D., Professor Emeritus; Tonča Jukić, PhD, Assistant Professor		
Course code	FFPD21	ECTS	5
Course type	compulsory	Level of course	undergraduate
Year of study	1st	Term	2nd
Teaching methods	Lectures and seminar	L+S+P / E	2+2+0
Prerequisites	none		
Language of instruction	Croatian		
Course contents	<p>Lectures: Scientific definition – epistemological characteristics, aim and tasks, basic concepts of pedagogy, pedagogy and other sciences, social and historical dimension and development of pedagogy, learning and training viewed as conditioned processes, man-work-society. Pedagogical theories of personality development – stages of development, aspects and levels of qualitative development. Aspects and methods of pedagogical work in the teaching and training process. Basic theories – spiritual and scientific pedagogy, pedagogy as both an empirical and critical science, other relevant trends in pedagogy. Alternative pedagogical theories and practices. Relation between pedagogy and andragogy within the system of lifelong "learning". Enabling pupils / students to live in a plural society - multi-cultural community. Basic methods of pedagogical work. Pedagogy within the system of science and scientific system of pedagogy. Basic characteristics of school system.</p> <p>Seminar: Analysing and discussing pedagogical issues based on particular sources taken from pedagogical literature, theory and practice. Students' seminar papers.</p>		
Learning outcomes and	<p>General competences: Critical scientific study of pedagogy as both theory and practice of teaching and training people for life, successful organisation and satisfactory professional and scientific dealing with pedagogical issues and activities in the processes of education and training.</p>		
READING	Recommended	1. Milat J.: Pedagogija – teorija osposobljavanja, Školska knjiga, Zagreb, 2005. (str.: 177) 2. Giesecke H.: Uvod u pedagogiju, Educa, Zagreb, 1993. (str.: 172) 3. Lenzen D.: Vodič za studij znanosti o odgoju – što može, što želi, Educa, Zagreb, 2002. (str.: 219.)	
	Supplementary	1. Delors J.: Učenje blago u nama, Educa, Zagreb, 1998. (str.: 302) 2. Glasser W. Kvalitetna škola, Educa, Zagreb, 2005. (str.: 147) 3. König E. Zedler P.: Teorije znanosti o odgoju, Educa, Zagreb, 2000. (str.: 275.) 4. Lesourne J.: Obrazovanje i društvo, Educa, Zagreb, 1993. (str.: 345) 5. Malić Mužić: Pedagogija, Školska knjiga, Zagreb, 1981. (294) 6. Suhodolski B.: Tri pedagogije, Duga, Beograd, 1974. (str.: 250)	
Assessment methods		Oral examination – discussion based on issues from recommended literature, as well as issues dealt with in students' seminar papers.	
Quality assurance methods		Students will evaluate the quality of teaching by filling in anonymous questionnaires, the results being processed and publicised by students' representatives. Institutional evaluation.	

Course title	Foreign Language(s)- /ESP/
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Lecturer	Siniša Ninčević, Lecturer		
Course code	FFPD02	ECTS	2
Course type	obvezni	Level of course	undergraduate
Year of study	1st	Term	2nd
Teaching methods	lectures, exercises, discussions	P+S+V	1 + 0 + 3
Prerequisites	language proficiency at the secondary school level		
Language of instruction	English (or another foreign language)		
Course contents	Integration and implication of language skills (grammar and lexis) in interactions of professional semantic orientation. Developing the skill of reading and understanding professional and scientific texts in the foreign language related to pedagogy: specific terminology, key words, strategies of <i>skimming</i> and <i>scanning</i> , deducing meaning from the context and grammar peculiarities in pedagogical jargon. Oral presentation on given pedagogical subjects, expressing opinions and attitudes, paraphrasing, note taking. The use of monolingual dictionaries and scientific publications. Foreign language used for special and academic purposes on relevant web sites.		
Learning outcomes and competences	<p>The students will:</p> <ul style="list-style-type: none"> - consolidate and improve their knowledge of various grammar categories in the foreign language necessary for understanding scientific and professional pedagogical publications. - extend and activate their vocabulary scope and idioms related to pedagogy - develop the capacity of functional use of the foreign language as employed in pedagogy (both oral and written) - learn and acquire techniques of reading and understanding scientific and professional publications in the foreign language - become acquainted with the use of the foreign language in pedagogy by browsing through relevant web sites - learn how to properly use monolingual dictionaries, as well as other relevant literature in the foreign language 		
	Recommended	Skripta: Marasović-Alujević, M. (2003.): <i>English for Educators</i> , Split: Visoka učiteljska škola Sveučilišta u Splitu.	
	Supplementary	Walter, C. I Swan, M. (1997): <i>How English Works</i> , Oxford, OUP. Bujas, Ž. (1999.): <i>Veliki hrvatsko-engleski rječnik</i> . Zagreb: Globus Bujas, Ž. (1999): <i>Veliki englesko-hrvatski rječnik</i> . Zagreb: Globus. Cowie, A. P., Mackin, R. & McCaig, I. R. (1993), <i>Oxford Dictionary of English Idioms</i> , Oxford: OUP. Cowie, A. P. & Mackin, R., (1993), <i>Oxford Dictionary of Phrasal Verbs</i> , Oxford: OUP. <i>Oxford Collocations Dictionary for Students of English</i> , (2003), Oxford: OUP	
Assessment methods		Regular attendance is compulsory, as well as active participation in class. A portfolio (collection of brief written papers) is also a prerequisite, as is a relevant oral presentation. Written preliminary examination. Oral examination.	
Quality assurance methods		Students' and colleagues' evaluation.	

Title of the subject		Introduction to scientific literacy		
Teacher		Darko Hren, Ph.D., Assistant Professor		
Code		FFPD11	ECTS	3
Type		obligatory	Level	undergraduate
Year		2.	Semester	3.
Form		lectures	L+S+P / E	1+2+0
Preconditions		None		
language		Croatian, English		
Content		The main goal of this course is development of systematic and transparent scientific writing skills, evaluation of scientific papers and reports in accordance to the methodological principles within certain scientific paradigms.		
Acquired competence		Upon completion of this course, students will be able to: <ul style="list-style-type: none"> - explain how different values and perspectives influence the process of knowledge creation - assess the extent to which an appropriate methodology can provide an answer to the various scientific issue - write literature reviews in accordance to the scientific principles within certain scientific paradigms - evaluate information from various sources 		
References	required	Stojanovski, J. (2007). Online baze podataka: priručnik za pretraživanje. Zagreb: CARNet. Dostupno na http://www.carnet.hr/crepozitorij/prirucnik_online-baze.pdf		
	additional	Cohen, L., Manion, L., Morrison, K. (2007.) Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa Matijević, M., Mužić, V., Jokić, M. (2003). Istraživati i objavljivati: elementi metodološke pismenosti u pedagogiji. Zagreb: Hrvatski pedagoško-književni zbor.		
Way of knowledge testin and exam taking		After listening to lectures, students sit for written and/or oral exam		
Way of tracking the quality of success in performing the subject and/or modul		Student evaluation by applying anonimuos survey		

Title of the subject		Introduction to civic education		
Teacher		Maja Ljubetić, Ph.D., Associate Professor		
Code		FFPD85	ECTS	2
Type		obligatory	Level	undergraduate
Year		2.	Semester	3.
Form		lectures	L+S+P / E	1+0+1
Preconditions		None		
language		Croatian, English		
Content		Introduction to the principles, policies and practices of civic education.		
Acquired competence		Upon the completion of this course, students will be able to: <ul style="list-style-type: none"> - understand the basic concepts and theoretical perspectives of civic education; - discuss about human rights and freedom as paradigms of active citizenship; - understand the importance of human rights and active citizenship; - analyze existing educational programs and develop and implement new educational programs 		
References	required	1. Duerr, K.; Spajić-Vrkaš, V. i Ferreira Martins, I. (2002), Učenje za demokratsko građanstvo u Europi. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu. 2. Spajić-Vrkaš, V.(1999), Globalizacija i izobrazba: Apokalipsa raja ili rajska apokalipsa, Društvena istraživanja (Zagreb): 8, 1999, 4, 579-600.		
	additional	1. Bužinkić, E. (2010) Institucionalni okvir – Normativna podloga za zagovaranje uvođenja mirovnoga obrazovnog kurikulumu u formalni obrazovni sustav: dokumenti, strategije, zakoni U: Učiti za mir – Analitička i normativna podloga za uvođenje vrijednosti, sadržaja i metoda mirovnog obrazovanja u formalni obrazovni sustav. Zagreb, Centar za mirovne studije. 2. Spajić-Vrkaš, V.; Stričević, I.; Maleš, D. i Matijević, M. (2004), Poučavati prava i slobode: Priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb: Istraživačko-obrazovni Centar za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu. 3. Spajić-Vrkaš, V. (2002) Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj: Izvješće. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta. 4. Spajić-Vrkaš, V. (ur.) (2001), Obrazovanje za ljudska prava i demokraciju: Međunarodni i domaći dokumenti. Zagreb: Hrvatska komisija za UNESCO i Projekt ‘Obrazovanje za mir i ljudska prava za hrvatske osnovne škole’. 5. Spajić-Vrkaš, V.; Kukoč, M. i Bašić, S. (2001), Obrazovanje za ljudska prava i demokraciju: Interdisciplinarni rječnik Zagreb: Hrvatska komisija za UNESCO i Projekt ‘Obrazovanje za mir i ljudska prava za hrvatske osnovne škole’. 6. Maleš, D.; Milanović, M.; Stričević, I. (2003) Živjeti i učiti prava: Odgoj za ljudska prava u sustavu predškolskog odgoja. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko – obrazovni centar za ljudska prava i demokratsko građanstvo.		
Way of knowledge testin and exam taking		After listening to lectures, students sit for written and/or oral exam		
Way of tracking the quality of success in performing the subject and/or modul		Student evaluation by applying anonimuos survey		

Course title		Didactics	
Lecturer		Sonja Kovačević, Ph.D., Assistant Professor; Morana Koludrović, PhD, Senior Assistant Lecturer	
Course code		FFPD80	ECTS 4
Course type		Compulsory	Level of course undergraduate
Year of study		2nd	Term 3rd
Teaching methods		lectures, seminar	L+S+P /E 1+2+1
Prerequisites		none	
Language of instruction		Croatian	
Course contents		<p>Didactics as a theory of education and teaching. Basic concepts of didactics. Historical development of didactics. Methodological problems of didactic research. Organisational prerequisites of contemporary teaching (social, cultural, anthropological, psychological). Cognitive foundations of the teaching process.</p> <p>Teaching plan and programme / curriculum. Theoretical and methodological approach to devising curricula. Operational and adjusted programmes. Curricula evaluation. Structure and stages of the teaching process. Teaching systems. Teaching methods. Organisation and articulation of teaching. Media in learning and teaching: didactic function, selection and classification of teaching media. Computer in teaching. Forms of computer application in teaching. Computer simulation and the Internet in teaching. Computer programming with respect to didactics.</p> <ul style="list-style-type: none"> - Didactic solutions in some alternative schools. - Life-long education and adequate training for it. 	
Learning outcomes and competences		Familiarising the students with basic concepts of didactics theories and development of competences in lecture's process planning, organizing and evaluating. Reaching competences for critical thinking about modern teaching practice and getting ability for teaching organization dominated by strategies of active learning.	
READING	Recommended	<p>Bognar, L., Matijević, M. (2002.). Didaktika, Zagreb: Školska knjiga.</p> <p>Mušanović, M., Vasilj, M., Kovačević, S. (2010.). Vježbe iz didaktike, Rijeka: HFD.</p> <p>Previšić, V. (ur.) (2007), Kurikulum: Teorije – Metodologija – Sadržaj –Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)</p>	
	Supplementary	<p>Matijević, M. (2004.). Ocjenjivanje u osnovnoj školi, Zagreb: Tipex.</p> <p>March, J.C. (1994.). Kurikulum, Zagreb: Educa.</p> <p>Bečen, A., Jelavić, F., Kujundžić, N., Pletenac, V. (1991), Osnove didaktike. Zagreb: Školske novine.</p> <p>Jelavić, F. (1994), Didaktičke osnove nastave. Jastrebarsko: Slap.</p> <p>Jensen, E. (2003), Super-nastava. Zagreb: Educa.</p> <p>Kyriacou, C. (1995), Temeljna nastavna umijeća. Zagreb: Educa. Marsh, J.C. (1994), Kurikulum: temeljni pojmovi. Zagreb: Educa.</p> <p>Meyer, H. (2002), Didaktika razredne kvake.Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa.</p> <p>Terhart, E. (2001), Metode poučavanja i učenja. Zagreb: Educa.</p>	
Assessment methods		Lectures and seminar are a condition for the final oral examination.	
Quality assurance methods		Student evaluation.	

Course title		Sociology of Education	
Lecturer		Šime Pilić, Ph.D., Full Professor; Ivan Maršić, Ph.D., Senior Lecturer	
Course code		FFPD04	ECTS 3
Course type		compulsory	Level of course Preddiplomski
Year of study		2nd	Term 3rd
Teaching methods		Lectures, seminar	L+S+P/E 1+2+0
Prerequisites		No prerequisites	
Language of instruction		Croatian	
Course content	1. theoretical and historical survey, 2. social context of education, 3. institutional education system, 4. education and social changes, 4. sociology of teacher profession, 6. education and culture, 7. education and technological changes.		
Learning outcomes and competences	Knowledge of basic relations between society and its values with education, viewed as a means of socialisation of young people, as a social fact and a process essential to the reproduction of culture of society. Along with other educational courses, this course is aimed at contributing towards acquiring teacher's skills and competences. It enables the students to analyse the place and function of educational institutions in society, as well as the place of protagonists within these institutions and society as a whole. The course is also expected to contribute towards acquiring specific skills, such as satisfying pupils' needs, independence, team work, ability to apply the knowledge in practice, creativity, as well as gaining insight into the social foundations of their own profession.		
READING	recommended	Cifrić, I. (1990). <i>Ogledi iz sociologije obrazovanja</i> . Zagreb: Školske novine. Flere, S. (1986). (ur.). <i>Proturječja suvremenog obrazovanja</i> . Zagreb: CDD. Haralambos, M., Holbron, M. (2002). <i>Sociologija: Teme i perspektive</i> . Zagreb: Golden marketing, (11. poglavlje: Obrazovanje, str. 773-882). Pilić, Š. (2002). <i>The Education of Teachers in a Post-Socialist Society: the Case of Croatia</i> . In: Sultana R.G. (ed.) (2002). <i>Teacher Education in the Euro-Mediterranean Region</i> . New York, Washington, Baltimore, Bern, Frankfurt an Main, Berlin, Brussels, Vienna, Oxford: Peter Lang Publishing, 51-68.	
	supplementary	Baranović, B. (1994). <i>Promjene obrazovnog diskursa u postsocijalističkoj Hrvatskoj</i> . <i>Revija za sociologiju</i> XXV, 3-4, 201-211. Bogdanović, S. (1990). <i>Obrazovanje - rijeka ponornica</i> . Zagreb: Andragoški centar. Cifrić, I. (1998). <i>Obrazovanje između tradicije i modernizacije</i> . <i>Obrazovanje odraslih</i> 33, 1-4, 23-35. Durkheim, E. (1996). <i>Obrazovanje i sociologija</i> . Zagreb: Societas. Goja, J. (1998). <i>Tranzicijski problemi teorije obrazovanja: funkcionalna i konfliktna perspektiva</i> . <i>Sociologija</i> sela 36, 1-4 (139/142): 89-102. Halliman, M. T. (2000). <i>Sociology of Education</i> . New York: Kluwer Academic. Meighan, R. (1996). <i>A Sociology of Educating</i> . 2nd ed, London: Cassell Educational Ltd. Mialaret, G. (1989). <i>Uvod u edukacijske znanosti</i> . Zagreb: Školske novine. Morin, E. (2002). <i>Odgoj za budućnost</i> . Zagreb: Educa.	
Assessment methods		Proficiency tests, written and oral examination	
Quality assurance methods		Student evaluation, analysis of examination results, long-term monitoring and observation of student work.	

Course title		School Pedagogy	
Lecturer		Maja Ljubetić, Ph.D., Associate Professor; Morana Koludrović, Ph.D., Senior Assistant Lecturer	
Course code		FFPD32	ECTS 4
Course type		Compulsory	Level of course undergraduate
Year of study		2nd	Term 4th
Teaching methods		Lectures, seminar	L+S+P/E 1+0+2
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Position and significance of school pedagogy within pedagogical sciences. School as a sub-system within the overall education system: position, roles, tasks and organisation. School as a system: organisation, functioning, models and approaches. Basic forms of organisation of educational activities in school and factors participating in the education process. Internal and external evaluation of school achievement. Collaboration of school and parents, as well as with the social environment.	
Learning outcomes and competences		The course is aimed at acquainting the students with school as a living educational system and enabling them to identify, carry out and resolve basic jobs and problems. Based on theoretical knowledge obtained in different courses of study, as well as on the insight into the functioning of school gained during practical work, the student will achieve competences of critical evaluation of contemporary ways of dealing with school tasks and issues (internal organisation, collaboration with the social <i>milieu</i> , organisation of the teaching process, discipline, efficiency in problem resolving, collaboration with parents, permanent teacher education....), as well as with possibilities of changes in the existing practices as viewed by the contemporary pedagogue with reference to relevant knowledge obtained through this course of study.	
READING	recommended	Pivac, J. (2008), Izazovi školi. Zagreb: Školska knjiga. Nacionalni okvirni kurikulum (2010), www.mzos.hr. Vrcelj, S. (2000) Školska pedagogija. Rijeka, Filozofski fakultet u Rijeci. Jurić, V. (2004) Metodika rada školskog pedagoga. Zagreb, Školska knjiga (str. 83-109). Previšić, V. (2007) Pedagogija i metodologija kurikuluma. U: Kurikulum-teorije, metodologija, sadržaj, struktura. Zagreb, Školska knjiga. (str. 15-34) Vican, D; Bogнар, L; Previšić, V. (2007) Hrvatski nacionalni kurikulum. U: Kurikulum-teorije, metodologija, sadržaj, struktura. Zagreb, Školska knjiga. (str. 157-202) (2007) Strategija za izradbu i razvoj nacionalnoga kurikuluma za predškolski odgoj, opće obvezno i srednjoškolsko obrazovanje. Zagreb, Ministarstvo znanosti, obrazovanja i športa – Vijeće za nacionalni kurikulum (str. 4-30). Kostović-Vranješ, V; Ljubetić, M.(2008) "Kritične točke" pedagoške kompetencije učitelja.Osijek, Život i škola, časopis za teoriju i praksu odgoja i obrazovanja. 20, 2; (str.147-162).	
	supplementary	Day, Ch. (1999): Developing Teachers, The Challenges of Lifelong Learning. London, Falmer Press. Glasser, W. (1994) Kvalitetna škola. Zagreb, Educa. Glasser, W. (1999) Nastavnik u kvalitetnoj školi. Zagreb, Educa. Stoll,L.; Fink, D. (2003) Mijenjamo naše škole. Zagreb, Educa.	
Assessment methods		Presentation of students' papers in seminar. If a student should fail to meet the agreed standards of seminar paper, he/she will take an oral examination.	
Quality assurance methods		A cooperative evaluation will be conducted twice per term, taking into consideration students' expectations and obligations, as well as aims and tasks set by the programme of study.	

Course title		Preschool Pedagogy	
Lecturer		Maja Ljubetić, Ph. D. Associate Professor; Anita Mandarić Vukušić, Assistant Lecturer	
Course code		FFPD33	ECTS 4
Course type		compulsory	Level of course undergraduate
Year of study		2nd	Term 4th
Teaching methods		Lectures and seminar	P+S+V 2+1+0
Prerequisites		Systematic Pedagogy	
Language of instruction		Croatian	
Course contents		The subject and tasks of preschool pedagogy as a scientific discipline. Basic concepts and terms of preschool pedagogy. Research methodology. New approaches to researching the phenomenon of preschool education. Humanist approach to theory and practice of preschool education. The educator and the humanistically oriented curriculum. Selection and planning of contents of educational work in preschool institutions. Organisation of educational work with infants and young children in a preschool institution. Theories and research concerning children's game. Playing, development and learning of the preschool child.	
Learning outcomes and competences		Enabling the students to interpret phenomena of preschool pedagogy, both from theoretical and practical aspects.	
READING	Recommended	Miljak, A. (1996). Humanistički pristup teoriji i praksi predškolskog odgoja, Persona, Velika Gorica-Zagreb. Milanović, M., Stričević, I., Maleš, D., Sekulić—Majurec, M. (2000.), Skrb za dijete i poticanje razvoja djeteta u Republici hrvatskoj. Zagreb: Targo. Prijedlog koncepcije razvoja predškolskog odgoja, Programsko usmjerenje odgoja i obrazovanja predškolske djece, Glasnik Ministarstva prosvjete i kulture, br. 7/8, 1991, Zagreb. Bredenkamp, S. (1996), Kako odgajati djecu: Odgojno primjerena praksa za djecu od rođenja do osme godine. Zagreb:Educa. Katz, L. G., i McCllan, D. E. (1999). Poticanje razvoja dječje socijalne kompetencije. Zagreb: Educa.	
	supplementary	Milanović, M. (1997). Pomožimo im rasti. Priručnik za partnerstvo odgojitelja i roditelja. Zagreb: Ministarstvo prosvjete i športa Republike Hrvatske. Došen-Dobud, A. (2004). S djecom u jaslama. Zagreb: Alinea. Šagud, M. (2002). Odgajatelj u dječjoj igri. Zagreb: Školske novine.	
Assessment methods		Monitoring student work, participation in discussions, oral examination.	
Quality assurance methods		Student evaluation, examination results.	

Course title		Introduction to Methodology of Language and Arts	
Lecturer		Jadranka Nemeth-Jajić, Ph.D., Associate Professor; Snježana Dobrota, Ph.D., Assistant Professor; Dubravka Kušćević, Ph.D. Senior Lecturer	
Course code	FFPD81	ECTS	3
Course type	compulsory	Level of course	undergraduate
Year of study	2nd	Term	4th
Teaching methods	Lectures, practical exercises	L+S+P/E	1+0+2
Prerequisites		None	
Language of instruction		Croatian	
Course contents		Methodological systems and approaches to teaching of language and arts. Organisation of teaching. Methods of teaching and learning. Influence of media upon cultivating aesthetic values. Encouraging and promoting pupils' creativity in language, literature, drama, music and visual arts.	
Learning outcomes and competences		The students will be enabled to competently observe the teaching of the Croatian language, visual arts and music, as well as to competently correlate and integrate various contents. They are also expected to be enabled for independent and team work, as well as for monitoring, evaluating and assessing their own work.	
	Recommended	Peko – Pintarić (1999.), <i>Uvod u didaktiku hrvatskoga jezika</i> , Pedagoški fakultet, Osijek (odabr. pogl.) Rosandić, D. (2005.), <i>Metodika književnog odgoja</i> , Školska knjiga, Zagreb. (odabr. pogl.) Težak, S. (1990.). <i>Metodika nastave filma</i> , Školska knjiga, Zagreb. (odabr. pogl.) Rojko, P. (1996) <i>Metodika nastave glazbe. Teorijska-tematski aspekti</i> . Sveučilište J.J. Strossmayera u Osijeku. (odabr. pogl.) Karlavariš, B. (1990) <i>Metodika likovnog odgoja 1, 2</i> . Rijeka: Hofbauer. (odabr. pogl.)	
	supplementary	Rosandić, D. (2003.), <i>Kurikuluski metodički obzori. Prinosi metodici hrvatskoga jezika i književnosti</i> , Školske novine, Zagreb. Grgurić, N. & M. Jakubin (1996) <i>Vizualno-likovni odgoj i obrazovanje</i> . Zagreb: Educa. Čudina-Obradović, M. (2000.), <i>Kad kraljevna piše kraljeviću</i> , Udruga roditelja Korak po korak, Zagreb. Ilišin, V. (2001) <i>Djeca i mediji: uloga medija u svakodnevnom životu djece</i> . Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži. Težak, S. (1996.), <i>Teorija i praksa nastave hrvatskoga jezika 1</i> , Školska knjiga, Zagreb.	
Assessment methods		Written and oral examination	
Quality assurance methods		Student evaluation via anonymous questionnaires; colleagues' evaluation and reflection, student achievement at examinations.	

Course title		Multimedia Didactics	
Lecturer		Milan Matijević, Ph.D., Full Professor; Mirela Tolić, Ph.D., Assistant Lecturer	
Course code		ECTS	3
Course type		Level of course	graduate
Year of study		Term	5th
Teaching methods		L+S+P/E	2+0+1
Prerequisites		None	
Language of instruction		Croatian	
Course contents		Concept definition: media didactics, media pedagogy, media education, multimedia didactics, hypermedia educational technology, Didactic articulation of teaching media. Nature and forms of educational communication. Life-long learning and new media environment. The Internet and the PC in classroom and school. On-line classroom. The Internet and the PC at home. Multimedia. Conventional coursebook and hypermedia educational technology. Media education by means of the Internet and multimedia. Computer games and simulations. Influence of the Internet and multimedia upon didactic strategies. Individualisation of learning. Enabling self-education by means of new media. Multimedia distance learning. Distance teaching as a complement to regular teaching. New roles of teachers. Evaluation research in media.	
Learning outcomes and competences		Ability to use, didactically articulate and research the role of new media in education and the teaching process. Ability to evaluate and appreciate didactic values and effectiveness of new media in teaching.	
READING	Recommended	Grabe, M. & Grabe, C. (2004). <i>Integrating Technology for Meaningful Learning</i> , 4/e, Boston, MA: Houghton Mifflin Co. Matijević, M. (2000). <i>Učiti po dogovoru: Uvod u tehnologiju obrazovanja odraslih</i> . Zagreb: Birotehnika. Peters, O. (2001). <i>Learning and Teaching in Distance Education</i> . London: Kogan page Limited.	
	supplementary	Jollife, J., Ritter, J. & Stevens, D. (2001). <i>The Online Learning Handbook: Developing and using Web-Based Learning</i> . London: Kogan Page. Lockewood, F. & Gooley, A. (2001). <i>Innovation in Open & Distance learning</i> . London: Kogan Page. Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2003). <i>Teaching and learning at a distance: Foundations of distance education</i> . Upper Saddle River, NJ: Pearson Education, Inc. Holmberg, B. (1979). <i>Obrazovanje na daljinu</i> : Zagreb: Birotehnika Issing, L. J. Und Klimsas, P. (Hrsg.), (2002), <i>Information und lernen mit Multimedia und Internet</i> . Weinheim: Beltz Verlag.	
Assessment methods		Participation in project assignments, monitoring student activity in seminar. Written and oral examination.	
Quality assurance methods		Student evaluation via anonymous questionnaire	

Course title		Pedagogical Psychology	
Lecturer		Darko Hren, Ph.D., Assistant Professor	
Course code	FFPD05	ECTS	4
Course type	compulsory	Level of course	undergraduate
Year of study	3rd	Term	5th
Teaching methods	Lectures, workshops, seminar	L+S+P/E	2+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Definition of pedagogical psychology. Research methods as employed by pedagogical psychology (descriptive, correlation, experimental). Maturing process and learning. Learning – definition and basic prerequisites. Theories of learning. Knowledge distribution. Laws underlying knowledge acquisition. Phenomena accompanying learning (transfer; transfer theories). Abilities and learning. Motivation and learning. Rational organisation of learning. Memory and levels of memory. Forgetting: causes and patterns underlying it. Retroactive inhibition. Cognitive styles, learning strategies, teaching methods. Assessing achievement in school.	
Learning outcomes and competence		Familiarising the students with basic concepts of pedagogical psychology: learning, memorising and the patterns underlying them. Basic knowledge of conditions necessary to ensure successful learning and memorising. Different learning methods and processes. Ability to organise their own learning with maximum efficiency, as well as passing knowledge on to others. By becoming aware of subjective and objective factors in assessing knowledge, the students will find ways of increasing their objectivity in assessing pupils.	
READING	Recommended	Zarevski, P. (2007). Psihologija učenja i pamćenja. Jastrebarsko: Slap. Rathus, S.A. (2000). Temelji psihologije. Jastrebarsko: Slap. Vizek-Vidović, V. i sur. (2003). Psihologija obrazovanja. IEP-VERN: Zagreb.	
	Supplementary	Oatley, K. i sur. (2007). Razumijevanje emocija. Jastrebarsko: Slap. Beck, R.C. (2003). Motivacija - Teorija i načela. Jastrebarsko: Slap. Gardner, H. i sur. (1999). Inteligencija - različita gledišta. Jastrebarsko. Slap.	
Assessment methods		Written examination, seminar paper	
Quality assurance methods		Continual assessment and evaluation of activity	

Course title		Introduction to Methodology of Mathematics and Science	
Lecturer		Vesna Kostović-Vranješ, Ph.D., Assistant Professor; Irena Mišurac Zorica, Ph.D., Senior Lecturer	
Course code	FFPD83	ECTS	3
Course type	compulsory	Level of course	undergraduate
Year of study	3rd	Term	5th
Teaching methods	Lectures and practical exercises	L+S+P/E	1+0+2
Prerequisites		Examination in <i>Didactics</i> (a prerequisite)	
Language of instruction		Croatian	
Course contents	Definition and interdisciplinary methodologies employed in teaching science and mathematics. Specific features and significance of subjects pertaining to this area. Methodological articulation of the teaching process. Research. Extracurricular and extramural classes. Compiling school collections, vivarium, school garden, school trips. Themes related to special occasions and developmental themes. Health, environmental and humane education within the teaching of science and related subjects. Teaching periods, modern approach, lesson preparation, as well as evaluation of the teaching process. Supplementary classes.		
Learning outcomes and competences	<ul style="list-style-type: none">- professional and methodological competence in critical thinking, good and creative planning and preparing teaching contents by applying achievements of modern methodology.- awareness of and sensitivity to the significance of teaching science, mathematics and related subjects- ability to use modern teaching aids and facilities- ability to apply appropriate principles and methodology- planning, preparing, monitoring, evaluating and assessing the teaching process- ability to use information, independence and aptitude for team work- developing research competences, creativity and critical thinking, combined with a desire and need for life-long learning and improvement in methodology		
READING	recommended	De Zan, I. (2006). Metodika nastave prirode i društva. Školska knjiga, Zagreb. Skok P., (2002): Izvanučionička nastava. Pedagoški servis, Zagreb. Markovac J., (2001).Metodika početne nastave matematike, Školska knjiga, Zagreb Pavleković M., (2001). Metodika nastave matematike s informatikom I i II, Element, Zagreb. Sikirica, M. (2003) Metodika nastave kemije. Školska knjiga, Zagreb. Grubić, M. (1969) Metodika nastave poznavanja prirode i biologije. PKZ, Zagreb.	
	supplementary	Munjiza E. (2003): Pedagogijska funkcija školskih vrtova. HPKZ, Slavonski Brod. Devernay B., Garašić D., Vučić V. (2001): Odgoj i obrazovanje za okoliš i održivi razvoj. UNICEF Društvo za unapređivanje odgoja i obrazovanja, Zagreb. Sharma, C. M. (2001): Matematika bez suza: kako pomoći djetetu s teškoćama u učenju matematike. Ostvarenje, Lekenik. Jakovljević N., Vrgoč D. (1999): Škola u prirodi: priručnik za učitelje. HPKZ, Zagreb. Ovčar, S. (1990): Razvijanje mišljenja u nastavi matematike. Zrinski, Čakovec. Kranjčev, B. (1985): Uvođenje učenika u istraživački rad. Školska knjiga, Zagreb.	
Assessment methods		Monitoring student activity (participation in discussions, presentation of a relevant methodological issue).Written and/or oral examination.	

Course title		Andragogy	
Lecturer		Ivana Batarelo Kokić, Ph.D., Associate Professor; Anita Mandarić Vukušić, Assistant Lecturer	
Course code		FFPD61	ECTS 5
Course type		compulsory	Level of course undergraduate
Year of study		3rd	Term 6th
Teaching methods		Lectures, workshops, seminar	L+S+P/E 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		<p>The main course goal is to introduce students to the andragogy and its main postulates, enable them to appropriately use most frequent andragogy terms and follow trends in the adult education.</p> <p>This course is directed toward students and supports students' lifelong learning, according to the current adult education theories. This course is designed in a way that develops pedagogy students' competence to work in the area of adult education.</p>	
Learning outcomes and competences		<p>Upon the completion of the course, students will be able to:</p> <ul style="list-style-type: none"> - Compare and critical think about different approaches to adult education - Get involved in critical discussions on institutions and organizations that deliver adult education programs - Give an overview of main adult education postulates - Get involved in discussions on adult education in global society - Plan and evaluate adult education programs - Independently review adult education literature 	
READING	Recomm	<p>Liessmann, K. P. (2008). <i>Teorija neobrazovanosti</i>. Zagreb: Jesenski i Turk.</p> <p>Freire, P. (2002). <i>Pedagogija obespravljenih</i>. Zagreb: Odrasli - Održivi razvoj zajednice.</p> <p>Europska komisija (2000). <i>Memorandum o cjeloživotnom učenju</i>. Bruxelles: Europska komisija. Dostupno online: http://www.hzpou.hr/stranice/3/21-100.pdf</p> <p>HAZU (2004). <i>Deklaracija o znanju: Hrvatska temeljena na znanju i primjeni znanja</i>. Zagreb: HAZU. Dostupno online: http://www.hazu.hr/Deklaracija.pdf</p>	
	Supplementar y	<p>Jarvis, P. (2003). <i>Poučavanje: teorija i praksa</i>. Zagreb: Andragoški centar.</p> <p>Jarvis, P. (2004). <i>Adult education and lifelong education</i>. London: Routledge Falmer.</p> <p>North, K. (2008). <i>Upravljanje znanjem: vođenje poduzeća usmjereno prema znanju</i>. Zagreb: Naklada Slap.</p> <p>Tight, M. (2002). <i>Key concepts in adult education</i>. London: Routledge</p>	
Assessment methods		Monitoring student activity in seminar. Written and oral examination.	
Quality assurance methods		Student evaluation via anonymous questionnaires.	

Course title		Introduction to Methodology of Humanities	
Lecturer		Mladenko Domazet, Ph.D., Assistant Professor; Anđelka Slavić, Lecturer	
Course code		FFPD82	ECTS3
Course type		Obvezni	Level of courseundergraduate
Year of study		3rd	Term6th
Teaching methods		Lectures, practical exercises	L+S+P/EL1+0+2
Prerequisites		Examination in the course entitled <i>Didactics</i>	
Language of instruction		Croatian	
Course contents	Definition and interdisciplinary nature of methodology of humanities. Specific features and significance of humanities and subjects based upon them. Methodological articulation of teaching humanistic subjects. Research. Extracurricular teaching. Themes for special occasions and developmental themes. Teaching periods, contemporary approaches, lesson preparation, teaching evaluation and assessment. Supplementary lessons.		
Learning outcomes and competences	<ul style="list-style-type: none">- professional and methodological ability of critical thinking and evaluation, good and creative planning and preparation of teaching contents by applying the results of contemporary methodology.- awareness of and sensitivity to the significance of humanistic subjects- ability to use modern teaching aids and facilities- ability to apply principles, teaching methods and methodologically based forms of work- students' ability to plan, prepare, monitor, evaluate and assess the quality of teaching- ability to use information, independence and aptitude for team work- developing research skills, creativity, critical thinking combined with a desire and need for life-long learning in the area of methodology		
READING	preporučena	Matijević, M. i Radovanović, D. (2011). Nastava usmjerena na učenika. Zagreb: Školske novine Kyriacou, C. H. (1995). Temeljna nastavna umijeća, Zagreb: Educa. Jensen, E. (2003). Super-nastava. Zagreb: Educa. Marzano, R. J. i dr. (2006). Nastavne strategije. Zagreb: Educa. Stradling, R.(2003). Nastava europske povijesti 20. stoljeća, Zagreb: Srednja Europa. MZOS, (2010). Nacionalni okvirni kurikulum za predškolski odgoj, opće obvezno i srednjoškolsko obrazovanje	
	supplementary	Flere, S. (ur.) (1986). Proturječja suvremenog obrazovanja. Zagreb: CDD. Antić, S. (ur.) (1995). Europska orijentacija hrvatskoga školstva. Zagreb: HPKZ. Marinković, M. (1983). Metodika nastave filozofije. Zagreb: Školska knjiga. Pranjić, M. (1999). Nastavna metodika, Zagreb: EDITIO.	
Assessment methods		Monitoring student activities, participation in discussions, writing and presentation of a methodological issue. Written and/or oral examination.	
Quality assurance methods		Student evaluation via anonymous questionnaires; class observation, evaluation and critical analysis of colleagues' work. Student achievement at examinations, self-assessment.	

Course title		Social Pedagogy	
Lecturer		Slobodan Uzelac, Ph.D., Full Professor; Toni Maglica, Assistant Lecturer	
Course code	FFPD41	ECTS	5th
Course type	compulsory	Razina	graduate
Year of study	3rd	Term	6th
Teaching methods	Lectures, seminar	L+S+P/E	2+1+0
Prerequisites		None	
Language of instruction		Croatian	
Course contents		<p>Historical concepts of social pedagogy (education for community, social pedagogy as the third area of education, education for socially moral behaviour).</p> <p>Definitions, subject and tasks of contemporary social pedagogy as theoretical, scientific and practical discipline of intentional socialisation (education) of persons with behaviour disorder</p> <p>Social and pedagogical aspects of behaviour disorder in children and adolescents: concept, form and classifications. Components of socio-pedagogical interventions:</p> <ul style="list-style-type: none"> - Multicausal and dialectic etiological basis of behaviour disorder in children and adolescents - Social significance, phenomenology and dynamics of disorders in children and adolescents - Scientific, theoretical and ethical conditions of sociopedagogical treatment of children and adolescents - Interdisciplinary and transdisciplinary nature as a necessary prerequisite of social integration of children and adolescents. Specific features of sociopedagogical interventions in school environment (sociopedagogical methods and techniques of individual and group work. SEMINAR PAPER: Description of a person with behaviour disorder: the need and possibility of sociopedagogical interventions. 	
Learning outcomes and competences		<p>The course is aimed at providing students with knowledge and insight into the specific nature of social pedagogy and sociopedagogical interventions with a special emphasis on complex sociopedagogical aspects concerning behaviour disorder in children and adolescents.</p> <p>It is also expected to enable the students for an early detection of behaviour disorder in children and adolescents and/or initiating sociopedagogical intervention in accordance with the needs of specific groups of children and adolescents suffering from the aforementioned disorder.</p>	
READING	Recommended	<p>Bouillet, D. i Uzelac, S. (2007): Osnove socijalne pedagogije, Zagreb: Školska knjiga (u tisku)</p> <p>Bašić, J., Koller-Trbović, Uzelac, S., ur. (2004): Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, zbornik radova</p> <p>Uzelac, S (1995): Osnove socijalne edukologije, Sagena, Zagreb.</p>	
	supplementary	<p>Bouillet, D., Uzelac, S., Kapac, V. (2005): Iskaz razrednika o nasilničkom ponašanju u hrvatskim školama, Napredak, 146(2):170-183.</p> <p>Bouillet, D. (2005): Primjena međunarodnih standarda i preporuka u djelovanju hrvatskog društva prema djeci i mladima s poremećajima u ponašanju, Ljetopis Studijskog centra socijalnog rada, 12(1):107-131.</p> <p>Bouillet, D. (2005): Sveučilišno obrazovanje socijalnih pedagoga u zemljama Europske unije, <i>Kriminologija i socijalna integracija</i>, 13(1):75-89.</p> <p>Uzelac, S., Vučinić-Knežević, M. Mikšaj-Todorović, Lj. (1999) Procjena Lecturera o rizičnosti socijalnog ponašanja učenika u: Zbornik radova Drugog međunarodnog znanstvenog kolokvija «Lecturer-čimbenik kvalitete u odgoju i obrazovanju», Odsjek za pedagogiju Filozofskog fakulteta Sveučilišta u Rijeci, str. 504-509.</p> <p>Uzelac, S. i Magdalenić, I. (2000): Rani poremećaji u društvenom ponašanju sudski sankcioniranih maloljetnih nasilnika iz hrvatskih ruralnih sredina. <i>Sociologija sela</i>, 38, ¾, (149/150), 393-406.</p>	
Assessment methods		Written and oral examination	
Quality assurance methods		Preliminary examinations and seminar papers.	

B) LIST OF COMPULSORY COURSES – GRADUATE

Course title		Family Pedagogy		
Lecturer		Maja Ljubetić, Ph.D., Associate Professor; Anita Mandarić Vukušić, Assistant Lecturer		
Course code		FFPD42	ECTS	4
Course type		compulsory	Level of course	graduate
Year of study		4th	Term	7th
Teaching methods		Lectures / seminar / workshops / practical exercises	L+S+P/E	1+2+0
Prerequisites		none		
Language of instruction		Croatian (English)		
Course contents		Family – trends, problems, perspectives (definition of family from modern to vital families, characteristics of contemporary families, family community as a system, functional and dysfunctional families, family atmosphere and functioning of the family, contemporary family in the Republic of Croatia. Parenthood – relationship, a role and/or a process? (parenthood and factors influencing it, parenting styles and children's behaviour as a possible response to them, influence exerted by mother and father upon children's development and education, pedagogical education of parents as a prerequisite for parents' pedagogical competence (metalevel).		
Learning outcomes and competence		Basic general knowledge of the subject studied, ability to identify, understand and appreciate the specific nature of family communities and the ability to adequately respond to specific needs of family members. Oral and written communication and competence in presenting papers. Skills in using information derived from different sources and its use for practical purposes, aptitude for team work.		
READING	recommended	Janković, J. (1996) <i>Pristupanje obitelji</i> . Zagreb, Alinea. (odabrana poglavlja) Maleš, D. (1999) <i>Uloga majke i oca u odgoju djeteta</i> . U: Obitelj u suvremenom društvu. Zagreb. Državni zavod za zaštitu materinstva i mladeži. Maleš, D. (1984) <i>Psihosocijalni elementi pedagoške atmosfere u obitelji</i> . Split, Školski vjesnik, br. 3-4; (str. 187-197). Miljak, A.(1995) <i>Mjesto i uloga roditelja u (suvremenoj) humanističkoj koncepciji predškolskog odgoja</i> . Zagreb, U: Društvena istraživanja – hrvatska obitelj na raskrižju, god. 4. (1995), br. 4-5 (18-19), str. 601-613. Žižak, A. (1997) <i>Kompetentnost roditelja za odgoj djece</i> . Pomožimo im rasti - priručnik za partnerstvo odgojitelja i roditelja. Zagreb, Ministarstvo prosvjete i športa RH, UNICEF, Kustoš. Benett, J., Grimley, L. K. (2001) <i>Parenting in the Global Community: A Cross- Cultural International Perspective</i> . In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic Press. (odabrana poglavlja)		
	supplementary	Covey, R.S. (1998) <i>Sedam navika uspješnih obitelji – Kako izgraditi izvrsnu obiteljsku kulturu u uzburkanom svijetu?</i> Zagreb, Mozaik knjiga. Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000) <i>Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj</i> . Zagreb, UNICEF-Ured za Hrvatsku i Ministarstvo prosvjete i športa RH, Targa. Collins, W. A., Russell, G. (1991) <i>Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis</i> . Developmental Review, 11, 99-136.		
Assessment methods		Proficiency testing in the course of academic year by seminar papers, essays, preliminary examinations, active participation in discussions.Written / oral examination.		
Quality assurance methods		Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer). External evaluation will be made by an independent Faculty committee.		

Course title		Methodology of Pedagogical Research	
Lecturer		Tonča Jukić, Ph.D., Assistant Professor	
Course code	FFPD13	ECTS	5
Course type	university course	Level of course	graduate
Year of study	4th	Term	7th
Teaching methods	Lectures and seminar	L+S+P/E	3+1+0
Prerequisites		None	
Language of instruction	of	Croatian	
Course contents		<p>Lectures: Part 1. Introduction to general methodology of research. Basic concept definitions, gnoseological basis and epistemological characteristics. System and classification of science and scientific research. Scientific research, scientific discovery and technical invention. Characteristics and problems of scientific cognition. Research project. Properties of a good professional and scientific paper.</p> <p>Part 2. Basic methodologies of pedagogical research. Characteristics, limits and possibilities of pedagogical research, sources of selecting research issues. Research methods. Techniques and instruments used in data collecting. Data analysis methods. Writing a report and research result application.</p> <p>Seminar: Analysis of a research project. Independent design of a project.</p>	
Learning outcomes and competences		<p>General competences: Enabling the students to independently and successfully conduct scientific research. Use of relevant scientific literature and research results in study and professional work.</p> <p>Ability to independently write a professional and scientific paper in compliance with methodology requirements.</p>	
READING	recommended	1. Milat J: Osnove metodologije istraživanja, Školaka knjiga Zagreb, 2005. (str.: 95) 2. Mužić V.: Uvod u metodologiju istraživanja odgoja i obrazovanja, Eduka, Zagreb, 2002. (str 231)	
	supplementary	1. Andrić V.: Andrić V.: Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja, Školska knjiga, Zagreb, 1991. (str. 140.) 2. Teorijsko- metodološka utemeljenost pedagoških istraživanja, Zbornik radova, Sveučilište u Rijeci, Opatija, 2001. 3. Vujević M.: Uvođenje u znanstveni rad u području društvenih znanosti, Školska Knjiga, Zagreb, 2001. 4. Research in the field of Education – Collection of scientific papers, Pedagoška fakulteta, Maribor 1995.	
Assessment methods		Oral examination; discussions on issues dealt with in recommended literature, as well as those addressed in students' seminar papers.	
Quality assurance methods		Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives. Institutional evaluation.	

Course title		Introduction to Methodology of Technical Education and Culture	
Lecturer		Josip Milat, Ph.D., Professor Emeritus; Stipe Kovačević, Ph.D., Assistant Professor	
Course code		FFPD84	ECTS 3
Course type		compulsory	Level of course graduate
Year of study		4th	Term 7th
Teaching methods		Lectures and seminar	L+S+P/E 1+0 +2
Prerequisites		None	
Language of instruction		Croatian	
Course contents		<p>Lectures: Technical education and education for work as a pedagogical value and a component of general education curriculum. Specific features and function of teaching. Contents of technical culture, lesson preparation, teaching forms and methods, pupil assessment, integrating function of technical contents in school curricula, vocational orientation, free technical activities and technical creativity.</p> <p>Seminar: devising a teaching unit related to technical education and culture by students' own choice. Teaching in simulated conditions.</p>	
Learning outcomes and competences		GENERAL COMPETENCES: Awareness of the function of acquisition of knowledge and skills pertaining to the area of technical education and culture within the process of training. Ability to analyse and evaluate the teaching of technical education and culture.	
READING	recommended	1. Milat J: Metodika radno-tehničkog područja, Fakultet prirodoslovno-matematičkih znanosti i kineziologije, Sveučilišta u Splitu, skripta 2004. (odabrana poglavlja cca 80 str.) 2. Milat J.: Pripremanje za nastavu– metodički priručnik s primjerima iz područja tehničke kulture, Hrvatska zajednica tehničke kulture, Zagreb, 1995, (str.: 1-56).	
	supplementary	1. Kyriacou, C.: Temeljna nastavna umijeća, Educa, Zagreb, 2001, (odabrana poglavlja) 2. Milat J.: Teorijske osnove metodike politehničkog osposobljavanja , Školske novine Zagreb, 1990 (odabrana poglavlja) 3. Britton E., De Long-Cotty B., Levenson T.: Bringing Technology Education into K-8 Classrooms, ITEA, Corvin Press, USA, 2005.	
Assessment methods		Oral examination; discussions on issues dealt with in recommended literature, as well as those addressed in students' seminar papers.	
Quality assurance methods		Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives. Institutional evaluation.	

Course title		Basics of Pedagogical Statistics	
Lecturer		Andreja Bubić, Ph.D., Assistant Professor	
Course code		FFPD12	ECTS 4
Course type		Obvezni	Level of course undergraduate
Year of study		4th	Term 8th
Teaching methods		Lectures and practical exercises	L+S+P/E 2+0+1
Prerequisites		None	
Language of instruction		Croatian	
Course contents	Basic areas and concepts of statistics. Statistics as a basis of scientific research. Statistics in pedagogical and psychological research. Statistical processing, display (numerical and graphical) of the results obtained, data analysis, mean value, dispersion index. Verifying hypotheses; correlations, additional non-parameter procedures applied in testing significant data aberrations.		
Learning outcomes and competences	Mastering basic concepts of descriptive and inferential statistics will enable the students for independent research of pedagogical phenomena, as well as reading and understanding scientific journals and periodicals. The knowledge and ability to collect, systematise, process and analyse the data and appropriately display the results thereby obtained will render the students capable of writing scientific papers and articles based on exact and verifiable data, all in accordance with methodological requirements.		
READING	Recommended	Petz, B., Kolesarić, V., Ivanec, D. (2012). Petzova statistika. Jastrebarsko: Naklada Slap. Bubić, A. (priručnik u postupku recenzije). Osnove statistike u društvenim i obrazovnim znanostima.	
	Supplementary	Mejovšek, M. (2007). Metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa. Milas, G. (2009). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap.	
Assessment methods		Written and oral examination	
Quality assurance methods		Student evaluation via anonymous questionnaires (prepared by students themselves with the aid of relevant literature) at the end of term. The results will be also processed and publicised by students. The lecturer will evaluate the quality by monitoring students' work and reflecting upon examination results. External evaluation.	

Course title		Comparative Pedagogy	
Lecturer		Ivana Batarelo Kokić, Ph.D., Associate Professor	
Course code		FFPD71	ECTS 5
Course type		compulsory	Level of course graduate
Year of study		4th	Term 8th
Teaching methods		Lectures and seminar	L+S+P/E 2+2+0
Prerequisites		None	
Language of instruction		Croatian, possibly English	
Course contents	The „Comparative pedagogy“course offers an overview of methods, main concepts and current issues in the area of comparative pedagogy. This course is designed in a way that facilitates students’ understanding of the main advantages and limitations of international comparative research, introduction to research methodology and the main theoretical issues in comparative pedagogy. Main course goals will be obtained through simultaneous teaching and critical thinking on role of education on a state and global level. The emphasis of the course is on the relation among cultural, economical and political factors in the development of education.		
Learning outcomes and competences	Upon the completion of this course, students will be able to: <ul style="list-style-type: none">- explore meaning by comparison in the area of pedagogy and reflect on relevant factors in comparative research- explore research and practitioners literature while considering main factors of comparison- use reflective and critical methods in formation of educational assumptions- know main research methods used in the area of comparative pedagogy- discuss main educational issues on local, national and international level		
READING	Recommended	<ul style="list-style-type: none">• Madelin, A. (1992). Osloboditi školu: obrazovanje a la carte. Zagreb: Educa.• Vrcelj, S. (2005). U potrazi za identitetom-iz perspektive komparativne pedagogije. Rijeka: HFD.• Walford, G. (1992). Privatne škole - iskustvo u deset zemalja. Zagreb: Educa.	
	supplementary	<ul style="list-style-type: none">• Antić, S. (ur) (1993). Školstvo u svijetu, Zagreb: HPKZ.• Benavot, A., Braslavsky, C., Truong, N. (2007). School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education. Dordrecht: Springer.• Radovi publicirani u časopisu Current Issues in Comparative Education. Dostupno na: http://www.tc.edu/cice/	
Assessment methods		Regular attendance in lectures and seminar. Preparation for seminar by reading recommended literature and one seminar paper.	
Quality assurance methods		Student evaluation via anonymous questionnaires at the end of term.	

Course title		Partnership Between Family and Educational Institutions	
Lecturer		Maja Ljubetić, Ph.D., Associate Professor; Anita Mandarić Vukušić, Assistant Lecturer	
Course code		FFPD43	ECTS 4
Course type		compulsory	Level of course graduate
Year of study		4th	Term 8th
Teaching methods		Lectures / seminar/ workshops/ practical exercises	L+S+E/P 1+1+1
Prerequisites		Examination in the course <i>Family Pedagogy</i>	
Language of instruction		Croatian (English)	
Course contents		The course content comprises: Principles in establishing, maintaining and promoting relations. Parents' expectations regarding partnership between family and educational institution. Motivation of educational process factors concerning partnership. Good communication. Functioning of microsystem (family/school) and possibilities of collaboration, Aspects of communicating with parents. Role of the pedagogue / educationist in pedagogical education of parents. Quality guidance (parents, children). Counselling work with parents.	
Learning outcomes and competences		Gaining basic general knowledge in the study area and its application in practice. Ability to recognise, understand and appreciate the needs and expectations of educational institution process. Ability to promptly respond to the specific needs. Oral and written communication as well as the ability to present own work. Skills in obtaining information from different sources and using it for practical purposes. Readiness and aptitude for team work, ability to communicate with non-experts in the area of pedagogy.	
READING	recommended	Rosić, V., Zloković, J. (2003) <i>Modeli suradnje obitelji i škole</i> . Đakovo Pedagoška biblioteka za učitelje i odgajatelje. Kolo I., «Tempo» d.o.o. Đakovo, str. 10-70. Maleš, D. (1988) <i>Suradnja predškolske ustanove i obitelji kao pretpostavke uspješnog odgojnog djelovanja</i> . Pojavni oblici poremećaja u ponašanju djece u predškolskim ustanovama i uvjeti života u obitelji. Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu. Spajić-vrkaš, V; Stričević, I; Maleš, D; Matijević, M. (2004) <i>Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu</i> . Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo.	
	supplementary	Maleš, D. (1995) <i>Pedagoško obrazovanje roditelja</i> . U: Pedagoško obrazovanje roditelja – Međunarodni znanstveni kolokvij. Rijeka, Sveučilište u Rijeci, Pedagoški fakultet u Rijeci. Maleš, D. (1996) <i>Od nijeme potpore do partnerstva između obitelji i škole</i> . Zagreb, U: Društvena istraživanja god. 5, br. 1 (21), (str.75-87). Ljubetić, M. (2000) <i>Važno je znati kako živjeti</i> . Zagreb, Alinea. Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989) <i>Parenting young children –helpful strategies based on systematic training for effective parenting (STEP)</i> . Inc. Minnesota, American guidance service. XXX Mrežni izvori. www.	
Assessment methods		Proficiency tests throughout the academic year by means of seminar papers, essays, active participation in classes and discussions, oral and written reports on the research work conducted (individual and team work). Examination: Individual and team analyses of research and testing theoretical knowledge concerning the research aim.	

Course title		Pedagogue in Educational Institutions		
Lecturer		Maja Ljubetić, Ph.D., Associate Professor; Anita Mandarić Vukušić, Assistant Lecturer		
Course code		FFPD33	ECTS	3
Course type		compulsory	Level of course	graduate
Year of study		5th	Term	9th
Teaching methods		Lectures and practical exercises	L+S+E/P	1+0+3
Prerequisites		none		
Language of instruction		Croatian (English)		
Course contents		Professional associate – peadagogue in interaction with other factors of educational process (pupils, parents, teachers, others, local community). Quality of realations, communication and guidance, self-evaluation and cooperative evaluation of educational process, permanent teacher education at all levels, development programmes in educational institutions, lifelong education of the professional associate / collaborator.		
Learning outcomes and competences		Basic general knowledge of the study programme and its application in practice, guidance abilities: teachers – children – parents. Organising and conducting teacher professional education and improvement, pedagogical education of parents, counselling work with parents. Guidance, organisation and implementation of professional and scientific projects, improvement of educational practices, collaboration with local community, skill of using information obtained from different sources for practical purposes. Readiness and aptitude for team work; oral and written communication and the ability to adequately present their own work (papers, projects, etc.).		
READING	recommended	Jurić, V. (2004) <i>Metodika rada školskog pedagoga</i> . Zagreb, Školska knjiga. Klapan, A. (1991) <i>Praksa u obrazovanju učitelja</i> . Rijeka, Pedagoški fakultet u Rijeci Zavod za pedagogiju. Mušanović, M. (2000) <i>Teorijska polazišta razvojne pedagoške djelatnosti</i> . U: Pedagozi stručni suradnici u inovacijskom vrtiću i školi. Zagreb: Hrvatski pedagoško-književni zbor, 19-28. Mušanović, M; staničić, S; jurić, V; vrgoč, H. (2002) <i>Razvojna pedagoška djelatnost</i> . U: Konceptija promjena odgojno-obrazovnog sustava u Republici Hrvatskoj. Zagreb: Ministarstvo prosvjete i športa RH i Prosvjetno vijeće.		
	supplementary	Glasser, W. (1997) <i>Rukovoditelj i teorija izbora</i> . Varaždin, Varaždinska poslovna škola. Resman, M. (2000) <i>Savjetodavni rad u vrtiću i školi</i> . Zagreb, HPKZ. Wubbolding, E. R.; (1998) <i>Kako uspješno voditi ljude</i> . Zagreb, Alinea.		
Assessment methods		Proficiency tests throughout the academic year by means of seminar papers presentation, their analysis and discussion. Examination: Testing of theory – oral examination.		
Quality assurance methods		Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer). External evaluation will be made by an independent Faculty committee		

Course title		Effective communication in pedagogical practice	
Lecturer		Darko Hren, Ph.D., Assistant Professor	
Course code		FFPD44	ECTS 4
Course type		compulsory	Level of course graduate
Year of study		5th	Term 9 th
Teaching methods		Lectures, seminar, practical exercises	L+S+P/E 1+0+2
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Communication components: perception, self-perception and communication; language and speech, hearing, nonverbal communication; Interpersonal communication: interpersonal relationships, improving interpersonal communication; Communication in groups: the nature of the group, problem solving in groups; Public communication: informative speech, persuasive speech, interview; Specific aspects of communication in pedagogical work: communication with children, parents and colleagues, crisis intervention.	
Learning outcomes and competences		Upon the completion of this course, students will be able to: <ul style="list-style-type: none">- discuss basic communication models, concepts and principles of human communication in personal and group level;- discuss the basic principles of social perception and understand the ways in which they affect communication,- lead consultations with parents, children and teachers	
READING	recommended	Aronson, E., Wilson, T. D. i Akert, R. M. (2005). Socijalna psihologija. Mate, Zagreb. Adler, R.B. & Rodman G. (2006). Understanding human communication. New York: Oxord University Press.	
	supplementary	Kotzman, A. (1989). Listen to me, listen to you. Auckland (NZ): Penguin Books. Arambašić, L. (ur.) (2000). Psihološke krizne intervencije. Zagreb:DPP. Hewstone, M. i Stroebe, W. (2002). Uvod u socijalnu psihologiju – europske perspektive. Naklada Slap, Jastrebarsko. Hartley, P. (1993). Interpersonal communication. Routledge, London. Hargie, O. & Dickson, D. (2004). Skilled Interpersonal Communication – Research, Theory and Practice. Routledge, London. Hargie, O. (ur.) (2006). The handbook of communication skills. Routledge, London.	
Assessment methods		Presentation of seminar paper, Oral or written examination	
Quality assurance methods		Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer). External evaluation will be made by an independent Faculty committee.	

Course title		Methodology of Creating a Curriculum	
Lecturer		Maja Ljubetić, Ph.D., Associate Professor; Morana Koludrović, Ph.D., Assistant Lecturer	
Course code	FFPD14	ECTS	5
Course type	compulsory	Level of course	graduate
Year of study	5th	Term	9 th
Teaching methods	Lectures and seminar	L+S+P/E	2 + 1 +0
Prerequisites		completed undergraduate study	
Language of instruction	of	Croatian	
Course contents		<p>Lectures: Definition and theoretical basis of curriculum. Relation between curriculum as a programme of the educational institution and teaching plan and programme of contents and pedagogical activity. Teleological and methodological determinations of curriculum. Curricula of general education and vocational schools. Pedagogical and methodological paradigms of curriculum devising, inductive-deductive and deductive-inductive approaches, teleological prerequisites of curriculum evaluation.</p> <p>Seminar: Creating a curriculum for a particular educational area and/or a simple vocation / profession.</p>	
Learning outcomes and competences		General competences: Ability to independently devise, critically analyse and pedagogically evaluate a curriculum for an educational institution based on an adequate methodological approach.	
Literatura	recommended	<p>Previšić, V, (ur.) (2007), Kurikulum: teorije, metodologija, sadržaj, struktura. Zagreb: Školska knjiga.</p> <p>Marsh J. C. (1994), Kurikulum – temeljni pojmovi. Zagreb: Educa. (str. 1-245).</p> <p>Pastuović N. (1999), Edukologija, Zagreb: Znamen. (poglavlje VIII. str. 514-569).</p> <p>xxx Pedagogijska istraživanja, znanstveni časopis, br. 2 2005. Hrvatsko pedagogijsko društvo, Zagreb, Školska knjiga, 2005. (zbornik radova o kurikulumu str. 161 – 352)</p> <p>Slunjski, E. (2011), Kurikulum ranog odgoja: istraživanje i konstrukcija. Zagreb: Školska knjiga.</p>	
	supplementary	<p>Jordan, A., Carlile, O., Stack, A. (2008), Approaches to Learning: A Guide for Teachers. Berkshire: Open University Press.</p> <p>Glasser W. (1994), Kvalitetna škola. Zagreb: Educa.</p> <p>Legrad L. (1993), Obrazovne politike. Zagreb: Educa.</p> <p>Milat J. (2005), Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga.</p> <p>Stool L., Fink, D. (2001), Mijenjajmo naše škole. Zagreb: Educa.</p> <p>Knoll, J. H. (2009), „Lifelong learning“ – A new term for an old idea? The search for historical roots. Odgojne znanosti, 11(1), 103-118.</p> <p>Key competences for lifelong learning. European Reference Framework (2007), http://ec.europa.eu/dgs/education_culture/publ/pdf/lifelong_learning/keycomp_en.pdf</p> <p>McKenzie, P., Santiago, P. (2005), Teachers Matter: Attracting, Developing and Retaining Effective Teachers. OECD Publishing.</p>	
Assessment methods		Oral examination. Discussions based upon issues dealt with in recommended reading and the completed curriculum. Participation in seminar work.	
Quality assurance methods		<p>Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives.</p> <p>Institutional evaluation.</p>	

Course title		Special Pedagogy	
Lecturer		Smiljana Zrilić, Ph.D., Associate Professor	
Course code	FFPD51	ECTS	3
Course type	compulsory	Level of course	graduate
Year of study	5th	Term	10 th
Teaching methods	Lectures, seminar	L+S+P/E	2+1+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Special pedagogy: concept and definition. Special education in Croatia, forms of organisation. Special education subjects. Forms of departure from average development. Development difficulties (visual, hearing and speech impairment; neurological and mental problems. disorders in learning, autism, multiple disorders) Models of special education Special education programming Implementation of special education	
Learning outcomes and competences		Students are expected to acquire theoretical and practical knowledge related to issues covered by special education, the people it has been designed for, as well as its programming and methods of implementation.	
Literature	recommended	Bouillet, D. (2010). Izazovi integriranog odgoja i obrazovanja. Školska knjiga, Zagreb. Zrilić, S. (2011): Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole. Zrinski, Čakovec.	
	supplementary	Ajduković, M. (ur), (2001): Nasilje nad djecom u obitelji. Državni zavod za zaštitu obitelji, materinstva i mladeži. Ajduković, M. (2003.): Nasilje u obitelji. U: Puljiz, V. i Bouillet, D. (ur.): Nacionalna obiteljska politika. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži, (str. 239-274) Bach, H. (2005), Osnove posebne pedagogije, Educa, Zagreb. Bašić, J. i Janković, J. (2001.): Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži. Kratis, Zagreb Biddulph, S. (2002): Tajna sretne djece. Zagreb. Mozaik knjiga.	
Assessment methods		Oral and written examination. Regular attendance of lectures and seminar and preliminary examination. Final grade will be derived from both elements.	
Quality assurance methods		Student evaluation via anonymous questionnaires at the end of each term. The results will be processed, analysed and publicised by student representatives. Institutional evaluation.	

Course title		Educational Policies	
Lecturer		Ivana Batarelo Kokić, Ph.D., Associate Professor; Mirela Tolić, Ph.D., Assistant Lecturer	
Course code	FFPD72	ECTS	4
Course type	compulsory	Level of course	graduate
Year of study	5 th	Term	10 th
Teaching methods	Lectures and seminar	L+S+P/E	2+1+0
Prerequisites		proficiency in English	
Language of instruction		Croatian, possibly English (as may be required)	
Course contents		The course 'Educational policy' is designed to develop pedagogy students' critical thinking on educational policies. The course content focuses on different ways in which educational policy is implemented in Croatia and in the world.	
Learning outcomes and competences		<p>Upon the completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - Independently explore, analyze and interpret educational policy literature - Compare and critically think about different educational policies and the ways of its implementation 	
READING	Recommended	<ul style="list-style-type: none"> • Zhao, Y. (2012). Američko obrazovanje u doba globalizacije. Zagreb: Educa. • Legrand, L. (1993). Obrazovne politike. Zagreb: Educa. • Žiljak, T. (2007). Europski okvir za nacionalne obrazovne politike. Anali Hrvatskog politološkog društva, 3(1), 261-281. Dostupno na: http://hrcak.srce.hr/file/60159 • Žiljak, T. (2005). Politike cjeloživotnog učenja u Europskoj uniji i Hrvatskoj. Političko obrazovanje, 1(1), 67-95. Dostupno na: http://www.politologija.hr/download_file.php?file=ziljak5.pdf 	
	supplementary	<ul style="list-style-type: none"> • Education Policy Analysis Archives. Dostupno na: http://epaa.asu.edu/ojs/ • Flere, S. (1986). Proturječja suvremenog obrazovanja. Zagreb: Republičke konferencije Saveza socijalističke omladine Hrvatske. • Lesourne, J. (1993). Obrazovanje i društvo. Izazovi 2000 godine. Zagreb: Educa. • OECD (2004). Education Policy Analysis 2004. Paris: OECD. • OECD (2011). Education at a Glance: OECD Indicators, 2011. Edition. Paris: OECD. • Stoll, L., Fink, D. (2000). Mijenjajmo naše škole: kako unaprijediti kvalitetu i djelotvornost naših škola. Zagreb: Educa. 	
Assessment methods		Regular attendance of lectures and seminar, adequate reading in preparation for seminar, one seminar paper.	
Quality assurance methods		Student evaluation via anonymous questionnaires.	

Course title		Distance Learning	
Lecturer		Ivana Batarelo Kokić, Ph.D., Associate Professor; Mirela Tolić, Ph.D., Assistant Lecturer	
Course code		FFPD86	ECTS3
Course type		obvezni kolegij	Razinagraduate
Year of study		5th	Term10th
Teaching methods		Lectures, seminar, advisory hours	L+S+P/EL1+2+0
Prerequisites		Basic computer literacy	
Language of instruction		Croatian (English as may be required)	
Course contents	The course "Distance Education" provides an overview of the main theoretical concepts of distance education. Through this course, students will acquire basic knowledge on different types of communication in the online environment, and online course platforms. During the semester, students will discuss web accessibility issues, and characteristics of teaching and learning in a virtual environment.		
Learning outcomes and competences	Upon completion of this course, students will be able to: <ul style="list-style-type: none">- Provide an overview of the main theoretical concepts of distance education- Discuss the theoretical concepts of distance education- Compare different technologies used in distance education- Compare different types of online communication- Discuss different approaches to teaching in a virtual environment- Determine the degree of accessibility of online materials- Review the literature on distance education and virtual learning and teaching		
READING	recommended	<ul style="list-style-type: none">• Batarelo Kokić, I., Rukavina, S. (2011). Primjena suradničkog učenja u hibridnom okruženju. <i>Život i škola</i>, 25(1), 24-34. Dostupno na: http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=106655• Elearningeuropa.info (2011). eLearning Papers. Dostupno na: http://www.elearningeuropa.info/main/index.php?page=home• McIsaac, M.S. & Gunawardena, C.N. (1996). Distance Education. In D.H. Jonassen, ed. <i>Handbook of research for educational communications and technology</i>: a project of the Association for Educational Communications and Technology. 403-437. New York: Simon & Schuster Macmillan. Dostupno na: http://seamonkey.ed.asu.edu/~mcisaac/dechapter/index.html	
	supplementary	<ul style="list-style-type: none">• Berge, Z. L. & Collins, M. P. (1995). <i>Computer Mediated Communication and the Online Classroom</i>.• Carnet (2007). Edupoint. Dostupno na: http://www.carnet.hr/edupoint• Simonson, M., Smaldino, S., Albright, M. & Zvacek, S. (2003). Teaching and Learning at a Distance: Foundations of Distance Education. New Jersey: Pearson Education.	
Assessment methods		Practical work and oral examination .	
Quality assurance methods		Evaluation is to be carried out by students, the lecturer and experts in the area.	

A) LIST OF ELECTIVE COURSES

Course title		Attachment across the life-span	
Lecturer		Ina Reić Ercegovac, Ph.D., Assistant Professor	
Course code		FFPD57	ECTS 3
Course type		elective	Level of course undergraduate
Year of study		1th	Term 2 nd
Teaching methods		Lectures and seminar	L+S+P/E 1+2+0
Prerequisites		None	
Language of instruction		Croatian	
Course contents		Developmental Perspective - commitment at an early age, types of attachment, cross-cultural studies of attachment, family influences on attachment, the attachment theory in adulthood, patterns of adult attachment. The prospect theory of personality and social psychology - test methods of attachment in adulthood, stability affection, love relationship as affectionate relations, partnership / marital relationships, the quality and stability of marriage.	
Learning outcomes and complete		Upon the completion of this course, students will be able to: - understand the importance of commitment to the concept of lifelong perspective, - distinguish patterns of attachment between child and caregiver as well as their effects on the integral development of the individual.	
READING	Recommender	Vasta, R., Haith, M., Miller, S. (1998 ili novije izdanje). Dječja psihologija. Jastrebarsko: Naklada Slap (str. 467-476). Klarin, M. (2006). Razvoj djece u socijalnom kontekstu. Jastrebarsko: Naklada Slap (str. 16-36) Lacković Grgin, K., Ćubela Adorić, V. (2006). Odabrane teme iz psihologije odraslih. Jastrebarsko: Naklada Slap (str. 161-250).	
	supplementary	David Howe (2011). Attachement Across the Lifecourse: A Brief Introduction. Palgrave McMillan.	
Assessment methods		Seminar paper, participation in classes and discussions, research report. Completed assignments or oral examination.	
Quality assurance methods		Cooperative evaluation twice per term.	

Course title		Abused and Neglected Children	
Lecturer		Ina Reić Ercegovac, Ph.D., Assistant Professor	
Course code		ECTS	3
Course type		Level of course	undergraduate
Year of study		Term	2 nd
Teaching methods		L+S+P/E	1+2+0
Prerequisites		None	
Language of instruction		Croatian	
Course contents	Children's rights. Phenomenology and etiology of abuse and methods of identifying it. The child and consequences of abuse. Family and child abuse. Ways of helping abused children. ICAP-programme. Institutions and associations in therapy of abused children.		
Learning outcomes and competences	General knowledge on characteristics of abuse, as well as of its phenomenology and prevention. As part of specific competences, the students will be enabled to prevent abuse by its early detection and will acquire the skills necessary for work with the abused, as well as legislative and therapy procedures in fighting, sanctioning and treating abuse.		
READING	Recommender	Pećnik, N. (2003). Međugeneracijski prijenos zlostavljanja djece. Jastrebarsko: Naklada Slap. recentni članci iz znanszvenih časopisa u dogovoru s nastavnikom	
	supplementary	Ajduković, M. (2001). Utjecaj zlostavljanja i zanemarivanja u obitelji na psihosocijalni razvoj djece. Dijete i društvo 3 (1-2). Čorić, V., Buljan Flander, G., Štimac, D. (2008). Seksualno zlostavljanje djece: Dijagnostička obrada i čimbenici koji utječu na otkrivanje. Pediatría Croatica, 52, 263-267. Pećnik, N. (2001). Teorijski pristupi objašnjenju zlostavljanja i zanemarivanja djece. Dijete i društvo 1-2. Kocijan-Hercigonja, D. (2001). Emocionalno zlostavljanje djece. Državni zavod za zaštitu obitelji, materinstva i mladeži. Ždero, V. (2005). Psihičko zlostavljanje i zanemarivanje djece u obitelji. Ljetopis socijalnog rada.	
Assessment methods		Seminar paper, participation in classes and discussions, research report. Completed assignments or oral examination.	
Quality assurance methods		Cooperative evaluation twice per term.	

Course title		Pedagogical Communication	
Lecturer		Sonja Kovačević, Ph.D., Assistant Professor	
Course code	FFPD46	ECTS	3
Course type	elective	Level of course	undergraduate
Year of study	1st	Term	2 nd
Teaching methods	Lectures, workshops, practical exercises	L+S+P/EP+S+V	1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		<p>Nature of human relations. Importance of social perception in establishing human relations, their components (verbal and non-verbal expression, self-revelation, assertiveness, active listening, empathy, self respect, rules of communication). Attitudes governing behaviour: forming attitudes, their components and their role in behaviour, mechanisms influencing attitude changes. Forms of social behaviour (pro-social behaviour, aggressive behaviour), their genesis and their role in human relations.</p> <p>Learning social skills and their role in communication. Conflicts and their non-violent resolving. Conflicts in class and strategies of dealing with them. Interpersonal communication and communication models (Schram's and Glasser's models of "total communication".)</p> <p>Axioms of communication. Basic characteristics of educational communication. Methods of verbal and non-verbal communication in defining social relations within a group. Encounters in the classroom (verbal and non-verbal contacts, significance of words, introducing pupils to the class, "listening" to pupils.</p>	
Learning outcomes and competences		<p>Familiarising the students with basic elements of communication, enabling them to master the skill of competent communication. Acquiring knowledge in order to understand human relations and establish positive human interaction. Enabling the students to take concrete steps in non-violent resolution of conflicts. Raising the students' awareness and sensitivity in order to recognise non-verbal communication signals and their use in establishing competent communication.</p>	
READING	recommended	<p>Brajša ,P. (1994): Pedagoška komunikologija , Školska knjiga , Zagreb.</p> <p>Bratanić,M. (1997.): Susreti u nastavi, Školska knjiga, Zagreb</p> <p>Brajša ,P. (1996): Umijeće razgovora, C.A.S.H.,Pula.</p> <p>Pearsons,J.C. , Spitzberg, B.H. (1990): Interpersonal communication – Concepts, Components, And Context, WM.C: Brown publishers USA</p>	
	supplementary	<p>Brajša,P. (1995): Sedam tajni uspješne škole, Školske novine, Zagreb</p> <p>Green,R.H. (1991): Nov način komuniciranja, Samozaložba, Ljubljana</p> <p>Rodžers,K. (1985): Kako postati ličnost, Nolit, Beograd</p> <p>Ajduković,M. Pečnik,N. (1994) Nenasilno rješavanje sukoba, Alinea, Zagreb</p> <p>Janković, J. (1994) Sukob ili suradnja, Alinea, Zagreb.</p> <p>Pease, A. (1991) Govor tijela, Mladinska knjiga, Ljubljana-Zagreb</p>	
Assessment methods		<p>Monitoring students' activity and testing proficiency (by means of workshops and analysis of work in smaller research groups.</p> <p>Oral examination.</p>	

Course title		Introduction to media pedagogy	
Lecturer		Ivana Batarelo Kokić, Ph.D., Associate Professor; Mirela Tolić, Ph.D., Assistant Lecturer	
Course code		FFPD59	ECTS 3
Course type		elective	Level of course undergraduate
Year of study		2nd	Term 3rd
Teaching methods		Lectures, workshops	L+S+P/EP+S+V 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Introducing students to the basic definitions and terminology of media education. Learning about implications of media in the education and ways in which media influences the overall pedagogical practice.	
Learning outcomes and competences		Upon the completion of this course students will be able to: <ul style="list-style-type: none"> - analyse and evaluate media content - understand and critique different media 	
READING	recommended	Batarelo, I; Marušić, I. (2006), Digitalna podijeljenost u hrvatskim školama: razlike u korištenju računala s obzirom na neke socio-demografske varijable. // Sociologija sela. 44, 2/3; 201-219. Miliša, Z; Tolić, M; Vertovšek, N. (2010), Mladi- odgoj za medije- priručnik za stjecanje medijskih kompetencija, M.E.P, Zagreb	
	supplementary	Baacke, D. (2007), Medienpädagogik. Max Niemeyer Verlag, Tübingen. Bergmann S. (2000.), Medien Gewalt- eine reale Bedrohung für die Kinder und Jugendliche, AJZ, Bielfeld, GMK Hoffmann, B. (2003), Medienpädagogik, Verlag Ferdinand Schöningh, GmbH, Paderborn Miliša, Z; Tolić, M. (2011), Addicted to media and media manipulation – Socio-pedagogical implications and prevention, LAP LAMBERT Academic Publishing GmbH & Co. KG, Saarbrücken Nazare-Aga, I. (2006), Manipulatori su među nama. Škorpion, Zagreb. Tolić, M. (2009), Aktualnost medijskih kompetencija u suvremenoj pedagogiji. // Acta Iadertina. V. (2009) ; 1-13, Zadar	
Assessment methods		Monitoring students' activity and testing proficiency (by means of workshops and analysis of work in smaller research groups. Oral examination.	

Course title		Media socialization	
Lecturer		Ivana Batarelo Kokić, Ph.D., Associate Professor; Mirela Tolić, Ph.D., Assistant Lecturer	
Course code		FFPD60	ECTS 3
Course type		elective	Level of course undergraduate
Year of study		2nd	Term 3rd
Teaching methods		Lectures, workshops	L+S+P/EP+S+V 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Introduction to media socialization and situation in which media become the primary agent of socialization of the young generation.	
Learning outcomes and competences		Upon the completion of this course students will be able to: <ul style="list-style-type: none"> - discuss use of innovative media in mass communication - discuss the main issues of multidisciplinary and interdisciplinary media science 	
READING	recommended	Lavery, N (2004), Moralni relativizam, Jesenski i Turk, Zagreb. Luhmann, N., (1981), Teorija sistema, Globus, Zagreb. Macintyre, A. (2002), Za vrlinom, (Studija o teoriji morala), KruZak, Zagreb. Tolić, M., Miliša, Z. (2009), Moralni relativizam i medijska socijalizacija u razvoju interkulturalne komunikacije.//Medianali- međunarodni časopis za pitanja medija, novinarstva, masovnog komuniciranja i odnosa s javnostima. V. ; 143-163. Tolić, M. (2011), Media socialization and media culture in the school curriculum -Social and pedagogical implications .Saarbrücken : LAP LAMBERT Academic Publishing GmbH & Co. KG	
	supplementary	Baacke, D. (1973), Kommunikation und kompetenz- Grundlegung einer Didaktik der Kommunikation und ihrer Medien, Juventa Verlag, München. Bordieu, P. (2007), Zur Soziologie der symbolischen Formen, Shurkamop Verlag, Stuttgart. Chomsky, N. (2002), Mediji, propaganda i sistem. Zagreb: Tri-dva-jedan - Hoffmann, B. (2003), Medienpädagogik, Verlag Ferdinand Schöningh, GmbH, Paderborn Hepp, A./Krotz, F. (2010), Theorien der Kommunikations- und Medienwissenschaft. Wiesbaden: VS, S. 49–63. Kellner, D. (1999), Medien- und Kommunikationsforschung vs. Cultural Studies. Wider ihre Trennung. In: Bromley, Roger / Göttlich, Udo / Winter, Carsten: Cultural Studies. Grundlagentexte zur Einführung. Lüneburg: zu Klampen:S. 341-362	
Assessment methods		Monitoring students' activity and testing proficiency (by means of workshops and analysis of work in smaller research groups. Oral examination.	

Course title		Alternativne Conceptions of Education	
Lecturer		Milan Matijević, Ph.D., Full Professor; Morana Koludrović, Ph.D., Assistant Lecturer	
Course code		FFPD74	ECTS 3
Course type		elective	Level of course undergraduate
Year of study		3 rd	Semestar 5th
Teaching methods		Workshops, project classes, seminar	L+S+P/E 1+2+0
Prerequisites		None	
Language of instruction		Croatian	
Course contents		Basic concepts: private and public (state) schools. Alternative schools, alternative pedagogy, anti-pedagogy, free schools, pedagogical or school pluralism. School autonomy –political, legal and administrative prerequisites for pedagogical pluralism in national and international perspective. Pedagogical teaching and conception of Célestin Freinet. Didactics in Freinet's schools. Development of critical thinking and research based learning. Cooperative learning. Pedagogical teaching and conception of Rudolf Steiner. Waldorf school didactics. School as a social organism. Maria Montessori's conception. Janusz Korczak's conception. Pedagogy of a quality school (W.Glaser). Pedagogical project "Step by Step". Peter Petersen's conception. Pedagogical pluralism in European schools. Teacher training for alternative schools.	
Learning outcomes and competences		Introducing students to pedagogical and school pluralism and specific methodology employed in its research, as well as alternative educational theories.	
READING	recommended	Carlgren, F. (1991), <i>Odgoj ka slobodi. Pedagogija Rudolfa Steinera</i> . Zagreb: Društvo za waldorfsku pedagogiju. Matijević, M. (2002), <i>Alternativne škole</i> . Zagreb: Tipex. Seitz, M. I Hallwachs, U. (1997), <i>Montessori ili Waldorf</i> . Zagreb: Educa.	
	supplementary	Fritz Bohnsack, Ernst Michael Kranich (Hrsg) (1990), <i>Erziehungswissenschaft Und Waldorfpädagogik</i> . Beltz Verlag- Weinheim und Basel. Ernst Michael Kranich, Lorenzo Ravagli (1990), <i>Waldorfpädagogik In Der Diskussion. Eine Analyse erziehungswissenschaftliche Kritik</i> . Verlag Freies Geistesleben. Dirk Randol (1999), <i>Waldorfpädagogik Auf Dem Prüfstand. Auch eine Herausforderung an das öffentliche Schulwesen?</i> VWB – Verlag fuer Wissenschaft und Bildung. Korczak, J. (1999), <i>Janusz Korczak – dobri duh čovječanstva</i> . Sarajevo: Omnibus. Scholz, N. (Red.), (1992), <i>Freie Alternativschulen: Kinder machen Schule</i> . Wolfratshausen: Drachen Verlag	
Assessment methods		Seminar paper, essay, participation in project classes.	
Quality assurance methods		Student evaluation via anonymous questionnaires.	

Course title		Judgment and Decision Making		
Lecturer		Andreja Bubić, Ph.D., Assistant Professor		
Course code		FFPD52	ECTS	3
Course type		elective	Level of course	undergraduate
Year of study		3rd	Term	5th
Teaching methods		Lectures and seminar	L+S+P/E	1+2+0
Prerequisites		none		
Language of instruction		Croatian		
Course contents		The aim of this course is to familiarize students with basic knowledge of cognitive psychology, the processes of judgement and decision-making.		
Learning Outcomes and Competences		Upon completion of the course, students will be able to: - explain the basic features of different levels of cognitive information processing and their impact on the everyday experiences of the individual. - explain the processes and patterns that underlie judgment and decision-making in everyday life - analyze the principles of the ideal of rational behavior - identify and explain their own biases and limitations in judgment, as well as links between cognitive functioning and behavior of the individual in society - compare and evaluate the significance of the different approaches in the field of cognitive psychology.		
READING	recommended	Sternberg, R. (2005). Kognitivna psihologija. Jastrebarsko: Naklada Slap.		
	Supplementary	Ariely, D. (2009). Predvidljivo iracionalni. Zagreb: VBZ. Aronson, E., Wilson, T.D., Akert, R.M. (2005). Socijalna psihologija. Zagreb: Mate. Baron, J. (2008). Thinking and Deciding. Cambridge: Cambridge University Press. Gigerenzer, G. (2008). Snaga intuicije: Inteligencija nesvjesnoga. Zagreb: Algoritam. Gilbert, D. (2009). Mit o sreći. Zagreb: Algoritam. Petz, B. (2010). Uvod u psihologiju: Psihologija za nepsihologe. Jastrebarsko: Naklada Slap. Stanovich, K.E. (2009). Decision Making and Rationality in the Modern World. USA: Oxford University Press.		
Assessment methods		In the course of academic year: seminar paper, participation in class and discussions, research reports. Examination: successfully completed assignments or oral examination.		
Quality assurance methods		External evaluation will be made by an independent Faculty committee.		

Course title		Pedagogy of Gifted	
Lecturer		Ivana Batarelo Kokić, Ph.D., Associate Professor	
Course code		FFPD52	ECTS 3
Course type		elective	Level of course graduate
Year of study		4th	Term 7th
Teaching methods		Lectures and seminar	L+S+P/E 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		The course provides an overview of current and historical issues in the gifted education. It discusses the intellectual, social, emotional, and developmental characteristics of gifted students.	
Learning Outcomes and Competences		Upon completion of this course, students will be able to: - compare different approaches to gifted education - Evaluate gifted education curricula - create programs for education of gifted students	
READING	recommended	- George, D. (2005). Obrazovanje darovitih: Kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa. - Batarelo Kokić, I. (2013). Predavanja iz kolegija Pedagogija darovitih. Dostupno na: http://www.ffst.hr/~batarelo/dokuwiki	
	Supplementary	- Cvetković Lay, J. i Sekulić Majurec, A. (1998). Darovito je, što ću s njim? Zagreb: Alineja. - Cvetković Lay, J. (2002). Darovito je, što ću sa sobom. Zagreb: Alinea i CPDD Bistrić. - Kostelnik, M. J., Onaga, E., Rohde, B., i Whiren, A. (2004). Djeca s posebnim potrebama. Zagreb: Educa. - Vlahović-Štetić. V. (2005). Daroviti učenici: Teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja u Zagrebu.	
Assessment methods		In the course of academic year: seminar paper, participation in class and discussions, research reports. Examination: successfully completed assignments or oral examination.	
Quality assurance methods		External evaluation will be made by an independent Faculty committee.	

Course title		Psychology of religiosity	
Lecturer		Goran Kardum, Ph.D., Associate Professor	
Course code		FFPD62	ECTS 3
Course type		elective	Level of course graduate
Year of study		4th	Term 7th
Teaching methods		Lectures and seminar	L+S+P/E 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Defining the psychology of religion, religiosity and spirituality. Religious psychological foundations and dimensions of religiosity. Types of religious orientation. Dimensions of faith in terms of psychology. Measuring religiosity and religious empirically based psychological research.	
Learning Outcomes and Competen		Upon the completion of this course, students will be able to: - identify the importance of religion and spirituality in the general context of counseling and assistance to persons - recognize the relationship between psychological dimensions (cognition, motivation and personality in general) and religious religious dimension of the person	
READING	recommende	Lecture notes. Ćorić, Š. Š. (2002). Psihologija religioznosti. Jastrebarsko: Naklada Slap.	
	Supplementary	Crapps, R. W. (1986). An introduction to the psychology of religion. Macon (Georgia): Mercer University Press. Hyde, K. E. (1990). Religion in childhood and adolescence: A comprehensive review of the research. Birmingham (Alabama): Religious Education Press. Spilka, B., Hood, R. W. Jr. & Gorsuch, R. L. (2009). The psychology of religion: An empirical approach (Third Edition). Englewood Cliffs, N. J.: Prentice-Hall.	
Assessment methods		In the course of academic year: seminar paper, participation in class and discussions, research reports. Examination: successfully completed assignments or oral examination.	
Quality assurance methods		External evaluation will be made by an independent Faculty committee.	

Course title		Prevention of Behaviour Disorder		
Lecturer		Slobodan Uzelac, Ph.D., Full Professor; Toni Maglica, Assistant Lecturer		
Course code		FFPD53	ECTS	3
Course type		elective	Level of course	graduate
Year of study		4th	Term	8th
Teaching methods		Lectures, seminar	L+S+P/E	1+2+0
Prerequisites		none		
Language of instruction		Croatian		
Course contents		Theoretical framework of prevention of behaviour disorder: systematic ecological theory; Risk factors and protection factors in bio-psychological features, characteristics of family, schooling process, free time, peer company, local community and broader social context; Concept of risk and resistance with a special emphasis upon school environment; Social significance of prevention of behaviour disorder in children and adolescents; Standards of prevention programmes; Components of prevention of behaviour disorder in children and adolescents: significance, methods and techniques employed in planning and evaluation of prevention programmes; Seminar paper: Elaboration of a specific prevention programme		
Learning outcomes and competences		Enabling the students to participate in individual and group prevention programmes by raising awareness of their significance, particularly regarding prevention of addiction and criminal behaviour.		
READING	Recommended	<p>Singer, M. i sur. (2005): <i>Kriminologija delikata nasilja : nasilje nad djecom i ženama, maloljetničko nasilje</i>, Globus, Zagreb</p> <p>Bouillet, D. i Singer, M. (2006): <i>Tijek školovanja maloljetnih delinkvenata</i>, u: Singer, M., ur.: <i>Kriminologija delinkvencije mladih</i>, Zagreb: Globus, u tisku</p> <p>Žizak, A. i Bouillet, D. (2003): <i>Standardi programa prevencije poremećaja u ponašanju djece i mladih</i>, Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži i Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladih.</p> <p>Bašić, J. i Janković, J. (2001): <i>Rizični i zaštitni čimbenici u razvoju poremećaja u ponašanju djece i mladeži</i>. Zagreb: Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, zbornik radova.</p>		
	Supplementary	<p>Uzelac, S (2004): <i>Neka etička pitanja poremećaja u ponašanju mladih</i>, u: <i>Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja</i>, (ur) Bašić, J., Koller-Trbović, N., Uzelac, S., <i>Edukacijsko rehabilitacijski fakultet</i>.</p> <p>Bouillet, D. (2006): <i>Socijalna politika: (ne)primjeren odgovor zajednice na potrebe mladih</i>, u. Ilišin, V. (ur.): <i>Mladi između želja i mogućnosti: Položaj, problemi i potrebe mladih Zagrebačke županije</i>, Zagreb: Institut za društvena istraživanja u Zagrebu i Zagrebačka županija, 165-234.</p> <p>Kranželić-Tavra, V. (2002): <i>Rizični čimbenici u školskom okruženju kao temelji uspješnije prevencije poremećaja u ponašanju djece i mladih</i>, <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 38(1):1-13.</p> <p>Janković, J. i Bašić, J., ur. (2001): <i>Prevencija poremećaja u ponašanju djece i mladih u lokalnoj zajednici</i>, Zagreb: Povjerenstvo Vlade RH za prevenciju poremećaja u ponašanju djece i mladeži i zaštitu djece s poremećajima u ponašanju, zbornik radova.</p> <p>Dautović, S. (1999): <i>Emocionalni problemi djece i mladeži i školski neuspjeh</i>, <i>Kriminologija i socijalna integracija</i>, 7(1):105-111.</p>		
Assessment methods		Written and oral examination		
Quality assurance methods		Student evaluation via anonymous questionnaires		

Course title		Psychology of consciousness	
Lecturer		Goran Kardum, Ph.D., Associate Professor	
Course code		FFPD63	ECTS 3
Course type		elective	Level of course graduate
Year of study		4 th	Term 8th
Teaching methods		Lectures and seminar	L+S+P/E 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Definition of the term consciousness. Distinguishing concepts of consciousness, mind and cognition. Subjectivity, intersubjectivity and 'objective' science. The descriptive phenomenology and common sense. Definition of altered consciousness and division of altered states of consciousness. Neuroscience findings and correlates of consciousness and different states of consciousness.	
Learning Outcomes and Competences		Upon the completion of this course, students will be able to: <ul style="list-style-type: none">- Discuss the issue of complexity of the notion of consciousness and refer to other similar terms used in psychological theories and research- Discuss the issue of altered states of consciousness and their psychological and neurophysiological definitions- identify and differentiate between altered states of consciousness induced by a variety of techniques and materials.	
READING	recommended	Velmans, M. (2009). Understanding Consciousness. NY: Psychology Press. Lecture notes.	
	Supplementary	Bernard J. B. (1997). In the Theater of Consciousness: The Workspace of the Mind. NY: Oxford University Press. Blackmore, S. (2012). Consciousness: An Introduction. NY: Oxford University Press. Blackmore, S. (2006). Conversations on Consciousness. NY: Oxford University Press. St. James, J. D., Schneider, W., & Eschman, A. (2010). PsychMate Student Kit. Sharpsburg, PA: Psychology Software Tools, Inc.	
Assessment methods		In the course of academic year: seminar paper, participation in class and discussions, research reports. Examination: successfully completed assignments or oral examination.	
Quality assurance methods		External evaluation will be made by an independent Faculty committee.	

Course title		Introduction to Social Psychology		
Lecturer		Darko Hren, Ph.D., Assistant Professor		
Course code		FFPD64	ECTS	3
Course type		elective	Level of course	graduate
Year of study		4 th	Term	8th
Teaching methods		Lectures and seminar	L+S+P/E	1+2+0
Prerequisites		none		
Language of instruction		Croatian		
Course contents		The definition of the social psychology; The theoretical and methodological approaches in social psychology; Development and socialization through childhood, adolescence and adulthood; Social cognition; Social perception; Self-concept, self-esteem and the need for self-justification; Attitudes and attitude change.		
Learning Outcomes and Competences		Upon the completion of this course, students will be able to: <ul style="list-style-type: none"> - define universal psychological processes necessary for understanding the social behavior of individuals and groups - discuss the issue of socialization and its effects on the perception and behavior of individuals and groups. - Discuss the importance of subjective interpretations of social environment and social impact on human cognitive functioning, emotional experience and behavior. 		
READING	recommended	Aronson, E., Wilson, T. D. i Akert, R. M. (2005). Socijalna psihologija. Mate, Zagreb. Hewstone, M. i Stroebe, W. (2002). Uvod u socijalnu psihologiju – europske perspektive. Naklada Slap, Jastrebarsko. Pennington, D.C.(1997). Osnove socijalne psihologije. Naklada Slap, Jastrebarsko.		
	Supplementary	Delamater, J. (2006). Handbook of Social Psychology. New York: Springer Science. Oskamp, S. & Shultz, P.W. (2005). Attitudes and Opinions. Mahwah (NJ): Lawrence Erlbaum Associates. Tesser, A. & Schwarz, N (2001). Intraindividual Processes. Malden (MA): Blackwell Publishers. Pennington, D.S. (2002.) Social Cognition. Philadelphia, (PA): Taylor & Francis Kruglanski A.W. & Higgins, E. T.(2003). Key Readings in Social Psychology. New York: Psychology Press.		
Assessment methods		In the course of academic year: seminar paper, participation in class and discussions, research reports. Examination: successfully completed assignments or oral examination.		
Quality assurance methods		External evaluation will be made by an independent Faculty committee.		

Course title		Extracurricular and Extramural Activities	
Lecturer		Tonća Jukić, Ph.D., Assistant Professor	
Course code		FFPD37	ECTS 3
Course type		elective	Level of course undergraduate
Year of study		3 rd	Term 5th
Teaching methods		Lectures, seminar	L+S+P/E 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Extracurricular and extramural activities of children – different types. Free time and the local community and their relation to extracurricular and extramural activities. Planning and programming. Contents of work and methodological articulation. Monitoring and detecting specific gifts and inclinations in children.	
Learning outcomes and competences		Enabling the students to competently plan extracurricular and extramural activities, to detect and encourage children's creative potentials, to apply contemporary forms and methods of work, as well as to work both individually and in teams. The students are expected to evaluate and assess their own work, as well as the work and achievements of their pupils.	
	recommended	Armstrong, T. (2006). Višestruke inteligencije u razredu. Zagreb: Educa Bognar, L. i sur. (2009). Poticanje stvaralaštva u odgoju i obrazovanju. Zagreb: Profil Previšić, V. (1989). Izvannastavne aktivnosti i stvaralaštvo. Zagreb: Školske novine.	
	supplementary	Cvetković-Lay, J., Sekulić-Majurec, A. (1998). Darovito je, što ću s njim? Zagreb: Alinea George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa Milat, J. (2002). Uloga učitelja u radu s posebno nadarenim učenicima za tehničku kulturu. U: Ivanek, A. (ur.), Unapređivanje rada s darovitim učenicima u srednjem odgoju i obrazovanju. Zagreb: MZOS, Zavod za unapređenje školstva, Odjel za istraživanje, razvoj i izdavačku djelatnost. Vizek-Vidović, V. (2010). Daroviti učenici: teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja.	
Assessment methods		Devising and presenting an operational programme of a particular extracurricular or extramural activity for primary school pupils.	
Quality assurance methods		Internal cooperative evaluation is to be conducted twice per term (evaluation and self-evaluation student/lecturer). External evaluation will be made by an independent Faculty committee.	

Course title		Evolutionary and Biological Foundations of Behaviour	
Lecturer		Andreja Bubić, Ph.D., Assistant Professor	
Course code		FFPD65	ECTS 3
Course type		elective	Level of course graduate
Year of study		5th	Term 9th
Teaching methods		Lectures and seminar	L+S+P/E 1+2+0
Prerequisites		none	
Language of instruction		Croatian	
Course contents		Biological psychology and cognitive neuroscience. Methods for testing the structure and function of the nervous system. Nerve cells and principles of communication within the nervous system. The main divisions of the nervous system. Spinal cord and brainstem. The cerebellum. Big brains. Principles of neocortical organization and lateralization of brain function. Phylogenetic and ontogenetic development of the nervous system. Regulation of basic biological needs. Hormones and sexuality.	
Learning Outcomes and Competences		Upon the completion of this course, students will be able to: <ul style="list-style-type: none"> - Describe the structure and development of the nervous system - Discuss about biological basis of fundamental cognitive processes that facilitate comprehension and understanding of the external environment, themselves and others (perception, attention, learning and memory, speech), - Discuss the implications of neuroscience research to education and to become familiar with the basic principles of educational neuroscience. 	
READING	recommended	Kardum, I. (2003). Evolucija i ljudsko ponašanje. Zagreb: Jesenski i Turk. Petz, B. (2010). Uvod u psihologiju: Psihologija za nepsihologe. Jastrebarsko: Naklada Slap (poglavlje: Organske osnove naših doživljaja). Pinel, J.P. (2001). Biološka psihologija. Jastrebarsko: Naklada Slap (odabrana poglavlja).	
	Supplementary	Hrgović, J., Polšek, D. (2004). Evolucija društvenosti. Zagreb: Jesenski i Turk.	
Assessment methods		In the course of academic year: seminar paper, participation in class and discussions, research reports. Examination: successfully completed assignments or oral examination.	
Quality assurance methods		External evaluation will be made by an independent Faculty committee.	